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ABSTRACT

The contents of this volume are "Studies in Mass Communication: A Selected Bibliography, 1974" by Kenneth J. Ksobiech; "Behavioral Studies in Communication, 1974: A Selected Bibliography" by Dennis C. Alexander; "A Selected Bibliography of Rhetorical Studies, 1974" by Michael C. Leff; "A Selected Bibliography of Public Address, 1974" by Harold Mixon and Stephen Cooper; "Bibliogrpahy of Studies in Oral Interpretation, 1974" by James W. Carlsen; "A Bibliography of Theatrical Craftsmanship, 1974" by Christian Moe and Relin Stewart-Harrison; "Abstracts of Doctoral Dissertations in the Field of Speech Communication, 1974" by Cal M. Logue; and "Graduate Theses and Dissertations in Speech Communication, 1974." (MKM)

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BIBLIOGRAPHIC ANNUAL
IN
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AN ANNUAL VOLUME DEVOTED TO
MAINTAINING A RECORD OF GRADUATE WORK IN
SPEECH COMMUNICATION, PROVIDING ABSTRACTS
OF DOCTORAL DISSERTATIONS, AND MAKING
AVAILABLE SUBJECT AREA BIBLIOGRAPHIES

PATRICK C. KENNICOTT
Editor

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EDITOR'S NOTE

This volume is the sixth consecutively published *Bibliographic Annual in Speech Communication*. Hopefully, it reflects our continued attempt to increase the scope of the *Annual* so as to render it directly relevant to the interests of most teachers and scholars in the field of speech communication.

Since the information we report reflects a considerable diversity of specialized interests, we have attempted to render the material more easily accessible to students and teachers by publishing our subject-oriented bibliographies *separately* as well as part of the total *Annual* collection. Now, individuals interested in only one of the six subject areas covered by the *Annual* may order, at a greatly reduced price, the single bibliography reflecting that primary interest. Certainly libraries and scholars will continue to profit from ordering the entire volume, but we hope our selective ordering format will encourage increased use of reported information by students and teachers with specialized interests.

To develop an annual bibliography covering a field as broad and diverse as speech communication is an inherently frustrating task. The span of publications relevant to the special subject areas falling under the general rubric of "speech communication" is immense and ever-expanding. Information reported in these publications clearly supports the contention that we are enveloped in an information explosion with no historical counterpart. Expansion and change in the taxonomies of various subject areas, the research methodologies employed, and in the priorities emphasized, are characteristics of the field of speech communication today. It is therefore inevitable that some will perceive aspects of this volume or some of its components as superficial, inadequate, or at the very least arbitrary. We confess, at points, to all three charges and lament the absence of apparent viable alternatives.

The compilation of this volume has been made a pleasant and stimulating experience because of the excellent, prompt, contributions to each of the Associate Editors and the indispensable technical assistance of Mrs. Carolyn Bastian of Standard Printing Company.

PATRICK C. KENNICOTT

Washington, D.C.
June 20, 1975

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BIBLIOGRAPHIC ANNUAL
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VOLUME VI 1975 ANNUAL

STUDIES IN MASS COMMUNICATION: A SELECTED BIBLIOGRAPHY, 1974

Kenneth J. Ksobiech
Indiana University—Bloomington

This is the third annual compilation of *Studies in Mass Communication*; the procedure for the present bibliography is identical to that utilized previously.

A useful bibliography in mass communication is difficult to prepare because of the diversity of its intended audience. The present bibliography attempts to reach researchers/scholars in mass communication whether they be in radio-television, journalism, speech, or mass communication departments.

The author relied on commonly accepted scholarly mass communications journals for all of the articles cited in the present bibliography and the bulk of the books. Other books were cited because of appearance in various monthly compilations of published books, popular press reviews or publisher promotional material. Unless otherwise indicated, each item cited was published during the calendar year, 1974.

There was no attempt to cover unpublished materials, speeches, pamphlets, newspapers or government publications. Dissertations and theses are covered in another section of the *Annual*.

For those interested in keeping abreast of new mass media books, a common reference source is *Mass Media Booknotes*, a monthly compilation available from Christopher H. Sterling, Department of Radio-Television-Film, Temple University, Philadelphia, PA 19122.

For those interested in keeping abreast of mass communication articles, each journal which commonly carries such research must be examined. Additionally, some current research and popular press articles are cited in annotated bibliographies in each issue of *Journalism Quarterly*, *Gazette*, and the *Journal of Marketing*. Obviously, common indices—for example, *Psychological Abstracts* and the *Business Periodicals Index*—are reference sources for other articles concerning the mass media.

In addition to last year's *Annual*, persons interested in earlier research on the mass media might wish to examine some of the following bibliographies:

Boni, Albert. Photographic literature: 1960-1970. Hastings-on-Hudson, N.Y.: Morgan and Morgan, 1972.

Blum, Eleanor. Basic books in the mass media: An annotated, selected booklist covering general communications, book publishing, broadcasting, film, magazines, newspapers, advertising, indexes and scholarly and professional periodicals. Urbana: U. of Illinois Press, 1972.

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Hansen, Donald A., and J. Herschel Parsons. Mass Communication: A research bibliography. Santa Barbara, CA: Glendessary Press, 1968.

Lichty, Lawrence W. World and international broadcasting: A bibliography. Washington, D.C.: APBE, 1971.

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Price, Warren C., and Calder M. Pickett. An annotated journalism bibliography, 1958-68. Minneapolis: U. of Minnesota Press, 1970.

Rafi-Zadeh, Hassan. International mass communications: Computerized annotated bibliography. Carbondale: The Honorary Relation-Zone, Southern Illinois U., 1972.

Schact, J. H. A bibliography for the study of magazines. Urbana: Institute of Communications Research, 1972.

Sparks, Kenneth R. A bibliography of doctoral dissertations in television and radio. Syracuse: School of Journalism, 1971.

JOURNAL ABBREVIATIONS

The citations for the present bibliography were obtained from articles published or cited in annotated bibliographies in the following journals:

AQ	Advertising Quarterly	JC	The Journal of Communication
AVCR	AV Communication Review	JMKtg	Journal of Marketing
CJR	Columbia Journalism Review	JMR	Journal of Marketing Research
EBU*	EBU Review	JM	Journalism Monographs
FCBJ**	Federal Communications Bar Journal	JQ	Journalism Quarterly
		POQ	The Public Opinion Quarterly
FC	Film Culture	PTR	Public Telecommunications Review
FJ	The Film Journal	QJS	Quarterly Journal of Speech
FQ	Film Quarterly	Screen	Screen: The Journal of the Society for Education in Film and Television
G	Gazette: International Journal for Mass Communications Studies		
JA	Journal of Advertising	SM	Speech Monographs
JAR	Journal of Advertising Research	TVQ	Television Quarterly
JB	Journal of Broadcasting	VS	Vital Speeches of the Day

* Issues 5 and 6 unavailable for inclusion

** Issue 3 unavailable for inclusion

I. BOOKS

The English language mass communication-oriented books are categorized as follows:

A. BROADCASTING. Includes historical and contemporary issues in commercial, public and instructional broadcasting both domestic and international. p. 3.

B. FILM AND PHOTOGRAPHY. Includes such things as history, aesthetics, production, criticism, biographies. p. 5.

C. JOURNALISM AND PRESS. Includes electronic and print journalism; photojournalism; and other areas such as journalism history and the underground press. p. 7.

D. Cable Television and New Technology. Includes CATV; satellites; and alternate media. p. 9.

E. Media and Society. Includes such things as readers in mass communication; mass and popular culture; public opinion; obscenity and pornography, etc. p. 10.

F. Communications Law and Public Policy. Includes communication regulation, freedom of speech, and public policy regarding mass media in both the United States and other nations. p. 10.

G. Research. Includes books on communication theory, methodology and summaries of the literature in various areas. p. 11.

H. Advertising. Includes material relevant to the creation, production and evaluation of marketing-advertising materials. p. 11.

I. Reference and Bibliography. Includes bibliographies, dictionaries, guides, handbooks, etc. p. 12.

J. Miscellaneous. Includes anything which was not appropriate in any of the other categories. p. 13.

I. BOOKS

A. Broadcasting

Arbitron Replication: A study of the reliability of broadcast ratings. New York: American Research Bureau.

Bogue, Donald J. The radio audience for classical music: The case of station WEFM. Chicago. Chicago: U of Chicago Community and Family Study Center, Communication Laboratory, 1973.

Burstein, Herman. Questions and answers about tape recording. Blue Ridge Summit, PA: Tab Books.

Canadian ownership in broadcasting: a report on the foreign divestiture process. Ottawa: Canadian Radio-Television Commission.

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Dunn, Gwen. Television and the pre-school child. London: IBA.

EBU—25 Years. Geneva: European Broadcasting Union.

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Ellens, J. Harold. Models of religious broadcasting. Grand Rapids, Michigan: Eerdmans.

Evidence to the Committee on the Future of Broadcasting. London: IBA.

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Gerrold, David. The world of Star Trek. New York: Ballantine.

Government television: notebook nine. New York: Network Project, Columbia U.

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Hilliard, Robert L. Radio broadcasting: an introduction to the sound medium. New York: Hastings House.

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Katzman, Natan. One week of public radio: December 9-15, 1973. Washington, D.C.: Corporation for Public Broadcasting.

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II. ARTICLES

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BEHAVIORAL STUDIES IN COMMUNICATION, 1974
A SELECTED BIBLIOGRAPHY

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This selected bibliography of studies in communication behavior, covering the calendar year 1974, was compiled in the following manner. First, each journal included in last year's bibliography was consulted. Second, an additional list of journals was sought from colleagues and the University of Utah's serial listings reference, subsequently all of these relevant journals were consulted. Third, a sampling of publisher's lists and *Communicontents* was consulted for English language references.

With regard to criteria for including an article or book, journals dealing specifically with language, linguistics, or various aspects of verbal behavior were not consulted. Consequently, the language section is limited to "non-language" journals. Because of an increase in the number of journals consulted, the criteria for selecting an article were more strict than in previous years. To be identified, a reference had to 1) be centrally focused on our area of concern, 2) deal directly with communicative behavior, and 3) be more than a survey of general practices.

Master's thesis and doctoral dissertation titles listed elsewhere in this volume and particularly relevant to scholars of communication behavior are listed by identification number at the end of each subject category. Entries have been selectively cross referenced by employing a subject category code. For example, "P5" refers to the entry numbered "5" in the Persuasion (P) section.

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JOURNAL ABBREVIATIONS

ABS	American Behavioral Scientist
AJP	American Journal of Psychology
AJS	American Journal of Sociology
AL	Adult Leadership
AP	American Psychologist
ASQ	Administrative Science Quarterly
ASR	American Sociological Review
AVCR	AV Communication Review
B Sci	Behavioral Science
CSSJ	Central States Speech Journal
HCR	Human Communication Review
HO	Human Organization
HR	Human Relations
JAP	Journal of Applied Psychology
JASP	Journal of Applied Social Psychology
JB	Journal of Business
JBC	Journal of Business Communication
JC	Journal of Communication
JCCP	Journal of Cross Cultural Psychology
JCR	Journal of Conflict Resolution
JEdp	Journal of Educational Psychology
JESP	Journal of Experimental Social Psychology
JExP	Journal of Experimental Psychology
JGP	Journal of General Psychology
JHE	Journal of Home Economics
JHSB	Journal of Health and Social Behavior
JM	Journal of Marketing
JPE	Journal of Political Economy
J Per	Journal of Personality
J Pol	Journal of Politics
JPSP	Journal of Personality and Social Psychology
J Psy	Journal of Psychology
JQ	Journalism Quarterly
JSI	Journal of Social Issues
JSP	Journal of Social Psychology
PB	Psychological Bulletin
POQ	Public Opinion Quarterly
PR	Psychological Review
Psy Rep	Psychological Reports
QJS	Quarterly Journal of Speech
RS	Rural Sociology
SF	Social Forces
SGB	Small Group Behavior
SI	Sociological Inquiry
SM	Speech Monographs
SSCJ	Southern States Communication Journal
ST	Speech Teacher
TS	Today's Speech
T Soc Q	The Sociological Quarterly
TSR	The Sociological Review
UAQ	Urban Affairs Quarterly
WS	Western Speech

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12. Porter, D. T. An experimental investigation of the effects of racial prejudice and racial perception upon communication effectiveness. SM 41 (June), 179-184.
13. Rice, A. S., R. A. Ruiz and A. M. Padilla. Person perception, self-identity, and ethnic group preference in Anglo, Black, and

Chicano preschool and third-grade children JCCP 5 (March), 100-108.

14. Todd, J. L. and A. Shapira. U. S. and British self-disclosure, anxiety, empathy, and attitudes to psychotherapy. JCCP 5 (September), 364-369.
15. Triandis, H. C., D. E. Weldon, and J. M. Feldman. Levels of abstraction of disagreements as a determinant of interpersonal perception JCCP 5 (March), 59-79.
16. Weber, R. A. Majority and minority perceptions and behavior in cross-cultural teams. HR 27 (December), 873-889.
17. Word, C. O., M. P. Zanna, and J. Cooper. The nonverbal mediation of self-fulfilling prophecies in interracial interaction. JESP 10 March), 109-120.

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27863*, 27899, 27920*, 27946, 27952, 27955, 27984, 27830, 28024, 28052, 28066, 28118, 28129, 28178, 28197, 28380*, 28385, 28445, 28462, 28479, 28749, 28481, 28503, 28511, 28514, 28537*, 28561, 28616, 28654, 28659, 28712, 28717, 28736, 28779, 28804; D14, GT6, L2, L5, L14, L15, L33, L36, NV26, P38, T12, T13.

II. THEORY AND THEORY CONSTRUCTION (CT)

1. Bass, B. M. The substance and the shadow. AP 29 (December), 870-886.
2. Bonean, C. A. Paradigm regained? cognitive behaviorism restated. AP 29 (May), 297-310.
3. Blum, A. Theorizing. London: Heinmann.
4. Cushman, D. P. and B. T Florence. The development of interpersonal communication theory TS 22 (Fall), 11-15.
5. Katz, F. E. Indeterminacy in the structure of systems. B Sci 19 (November), 394-403.
6. Laszlo, C. A., M. D. Levine, and J. H. Milsum. A general systems framework for social systems. B Sci 19 (March), 79-92.
7. Mullins, N. C. Theory construction from available materials: a system for organizing and presenting propositions. AJS 80 (July), 1-ff.
8. Szalay, L. B. and J. A. Bryson. Psychological meaning: comparative analyses and theoretical implications. JPSP 30 (December), 860-870.
9. Turner, J. H. Parsons as a symbolic interactionist: a comparison of action and interaction theory. SI 44 (4), 283-ff.
10. Weick, K. E. Middle range theories of social systems. B Sci 19 (November), 357-367.

Also see:

28035, 28383*, 28414, 28510*, G14, GT5, GT16, IP4.

III. DIFFUSION (D)

1. Boone, L. E. Personality and innovative buying behavior. J Psy 86 (March), 197-202.
2. Harary, F. and A. J. Schwenk. Efficiency of dissemination of information in one-way and two-way communication networks. B Sci 19 (March), 133-135.
3. Hunsaker, P., R. G. Larson, and C. Halverson. The sandcastle exercise: a training experience for potential change agents. AL 23 (December), 162-ff.
4. Jacoby, J. The construct validity of opinion leadership. POQ 38 (Spring), 81-ff.
5. Lauer, R. H. Rate of change and stress: a test of the "Future Shock" thesis. SF 52 (June), 510-516.
6. Murdock, S. H. and W. A. Sutton, Jr. The new ecology and community theory: similarities, differences, and convergencies. RS 39 (Fall), 319-ff.
7. Orr, R. H. The additive and interactive effects of powerlessness and anomie in predicting opposition to pollution control. RS 39 (Winter), 471-ff.
8. Ostlund, L. E. and B. Tellefsen. Relationship between customers' category width and trial of new products: a reappraisal. JAP 59 (December), 759-760.
9. Placek, P. J. Direct mail and information diffusion: family planning. POQ 38, (Winter), 548-ff.
10. Porter, H. O. Legislative experts and outsiders: the two-step flow of communication. J Pol 36 (August), 703-730.
11. Saunders, J., F. M. Davis, and D. M. Monsees. Opinion leadership in family planning. JHSB 15 (September), 217-ff.
12. Schiffman, L. G. and V. Gaccione. Opinion leaders in institutional markets. JM 38 (April), 49-53.
13. Starosta, W. J. Toward the use of traditional entertainment forms to stimulate social change. QJS 60 (October), 306-312.

14. Sutcliffe, C. R. Achievement motivation and economic development among peasants: an exploration of measurement problems. RS 39 (Summer), 238-ff.
15. Tichy, N. M. Agents of planned social change: congruence of values, cognitions, and actions. ASQ 19 (June), 164-182.
16. von Fleckenstein, F. Are innovativeness scales useful? RS 39 (Summer), 257-ff.
17. Ward, C. D., B. L. Seboda, and V. B. Morris, Jr. Influence through personal and nonpersonal channels of communication. J Psy 88 (September), 135-140.

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28022*, 28042, 28126, 28335*, 28684, 013, P34, RM29, RM42, RM48.

IV. GENERAL COMMUNICATION VARIABLES (G)

1. Ajzen, I. Effects of information on interpersonal attraction: similarity verses affective value. JPSP 29 (March), 374-380.
2. Anderson, J. Visualization and verbalization as mediators of thought. SM 41 (November), 408-412.
3. Archibald, W. P. Alternative explanations for self-fulfilling prophecy. PB 81 (January), 74-84.
4. Baird, J. E., Jr. The effects of speech summaries upon audience comprehension of expository speeches of varying quality and complexity. CSSJ 25 (Summer), 119-128.
5. Behnke, R. R., L. W. Carlile, and H. Douglas. A psychophysiological study of state and trait anxiety in public speaking. CSSJ 25 (Winter), 249-253.
6. Brent, C. TV commercials can teach nutrition. JHE 66 (March), 21-23.
7. Butler, R. P. and C. L. Jaffee. Effects of incentive, feedback, and manner of presenting feedback on leader behavior. JAP 59 (June), 332-336.
8. Cronen, V. E. Task requirements, belief salience and attitude: beyond the Hullian model. TS 22 (Spring), 11-17.
9. Gormly, J. and W. Edelberg. Validity in personality trait attribution. AP 29 (March), 189-ff.
10. Hays, E. R. and T. G. Plax. Human information processing in four modes of response. SM 41 (June), 189-191.
11. Hogan, J. L., R. H. Risher and B. J. Morrison. Social feedback and cooperative game behavior. Psy Rep 34 (June, 2), 1075-1082.
12. Kanungo, R. N. and L. Norman. Effects of direct and indirect praise and blame on attribution. J Psy 87 (May), 29-44.
13. Kaplan, M. F. and G. D. Kemmerick. Juror judgment as information integration: combining evidential and nonevidential information. JPSP 30 (October), 493-500.
14. Kelley, R. L., W. J. Osborne, and C. Hendrick. Role-taking and role-playing in human communication. HCR 1 (Fall), 62-74.
15. Manis, M., S. D. Cornell, and J. C. Moore. Transmission of attitude-relevant information through a communication train. JPSP 30 (July), 81-94.
16. McCroskey, J. C. and T. A. McCain. The measurement of interpersonal attraction. SM 41 (August), 261-266.
17. Meyers, R. M. Validation of systematic desensitization of speech anxiety through galvanic skin response. SM 41 (August), 233-235.
18. Motley, M. T. Acoustic correlates of lies. WS 38 (Spring), 81-87.
19. Mulac, A. and A. R. Sherman. Behavioral assessment of speech anxiety. QJS 60 (April), 134-143.
20. Perry, R. P. and J. E. Boyd. Language differences and message length as determinants in communicating personality judgments between people. JSP 94 (October), 83-94.
21. Porter, D. T. Self-report scales of communication apprehension and autonomic arousal (heart rate): a test of construct validity. SM 41 (August), 267-276.
22. Powell, F. A. The perception of self-uniqueness as a determinant of message choice and valuation. SM 41 (June), 163-168.
23. Reinsch, N. L., Jr. Figurative language and source credibility: a preliminary investigation and reconceptualization. HCR 1 (Fall), 75-80.
24. Rodrigues, A. and C. R. Ziviani. A theoretical explanation for the intermediate level of tension found in nonbalanced P-O-X triads. J Psy 88 (September), 47-56.
25. Sloan, L. R. and T. M. Ostrom. Amount of information and interpersonal judgment. JPSP 29 (January), 23-29.
26. Tate, E., E. Hawrish, and S. Clark. Communication variables in jury selection. JC 24 (Summer), 130-139.
27. Taylor, P. M. An experimental study in humor and ethos. SSCJ 39 (Summer), 359-366.

28. Thibaut, J., N. Friedland and L. Walker. Compliance with rules: some social determinants. JPSP 30 (December), 792-801.

29. Tuppen, C. J. S. Dimensions of communicator credibility: an oblique solution. SM 41 (August), 253-260.

30. Ware, P. D. and R. K. Tucker. Heckling as distraction: an experimental study of its effect on source credibility. SM 41 (June), 185-188.

31. Weeks, G. D., M. J. Kelly, and A. Chapanis. Studies in interactive communication: V. cooperative problem solving by skilled and unskilled typists in a teletypewriter mode. JAP 59 (December), 665-674.

32. Wheeless, L. R., S. Jones, and L. King. Effect of waiting time on credibility, attraction, homophily, and anxiety-hostility. SSCJ 39 (Summer), 367-378.

33. Willis, R. H. and T. D. G. Burgess, II. Cognitive and affective balance in sociometric dyads. JPSP 29 (January), 145-152.

34. Wyer, R. S., Jr. Changes in meaning and halo-effects in personality impression information. JPSP 29 (June), 829-835.

35. Zillmann, D. and J. Bryant. Retaliatory equity as a factor in humor appreciation. JESP 10 (September), 480-488.

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27889, 27888*, 27894, 27895, 27896, 27898*, 27904, 27913, 27916*, 27934, 27944, 27953, 27957, 27973, 27975, 27981, 27983, 27837, 28073, 28104, 28176, 28214, 28315*, 28316*, 28319*, 28323, 28326, 28344*, 28353, 28369, 28420, 28436, 28438, 28442, 28450, 28451, 28482, 28489, 28492, 28505, 28523*, 28633; 033, T20.

V. GAMES, SIMULATIONS, AND CONFLICT (GT)

1. Bell, M. A. The effects of substantive and affective conflict in problem-solving groups. SM 41 (March), 19-23.

2. Boehringer, G. H., V. Zeruolis, J. Bayley, and K. Boehringer. Stirling: the destructive application of group techniques to a conflict. JCR 18 (June), 257-275.

3. Brame, J. M. and K. A. Blick. Absolute and relative bidirectional transfer in verbal conflict resolution tasks. J Psy 88 (September), 113-120.

4. Cafferty, T. P. and S. Streufert. Conflict and attitudes toward the opponent: an application of the Collins and Hoyt attitude change theory to groups in interorganizational conflict. JAP 59 (February), 48-53.

5. Chase, L. J. and C. W. Kneupper. A literary analog to conflict theories: the potential for theory construction. SM 41 (March), 57-63.

6. DeVries, D. L. and K. J. Edwards. Student teams and learning games: their effects on cross-race and cross-sex interaction. JEdP 66 (October), 741-749.

7. Erickson, B., J. G. Holmes, R. Frey, L. Walker, and J. Thibaut. Functions of a third party in the resolution of conflict: the role of a judge in pre-trial conferences. JPSP 30 (August), 293-306.

8. Friedland, N., S. E. Arnold, and J. Tribaut. Motivational bases in mixed-motive interactions: the effects of comparison levels. JESP 10 (March), 188-189.

9. Garner, K. and M. Dentsch. Cooperative behavior in dyads: effects of dissimilar goal orientations and differing expectations about the partner. JCR 18 (December), 634-645.

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11. Greenwood, J. G. Opportunity to communicate and social orientation in imaginary-reward barganing. SM 41 (March), 79-81.

12. Gruder, C. L. Cost and dependency as determinants of helping and exploitation. JCR 18 (September), 473-485.

13. Harris, T. E. and R. M. Smith. An experimental verification of Schelling's tacit communication hypothesis. SM 41 (March), 82-84.

14. Hinton, B. L., W. C. Hamner, and M. F. Pohlen The influence of reward magnitude, opening bid and concession rate on profit earned in a managerial negotiation game. B Sci 19 (May), 197-203.

15. Hottes, J. H. and A. Kahn. Sex differences in a mixed-motive conflict situation. J Per 42 (June), 260-275.

16. Johnson, D. W. Communication and the inducement of cooperative behavior in conflicts: a critical review. SM 41 (March), 64-78.

17. Komorita, S. S. A weighted probability model of coalition formation. PR 81 (May), 242-256.

18. Laing, J. D. and R. J. Morrison. Sequential games of status. B Sci 19 (May), 177-196.

19. Lehmann, T. and T. R. Young. From conflict theory to conflict methodology: an emerging paradigm for sociology. SI 44 (1), 15-ff.
20. Marr, T. J. Conciliation and verbal responses as functions of orientation and threat in group interaction. SM 41 (March), 6-18.
21. Miller, G. R. and H. W. Simons, eds. Perspectives on communication in social conflict. Englewood Cliffs, N.J.: Prentice-Hall.
22. Moll, K. International conflict as a decision system. JCR 18 (December), 555-577.
23. Nydegger, R. V. Information processing complexity and gaming behavior: the prisoner's dilemma. B Sci 19 (May), 204-210.
24. Pate, J. L., E. D. Broughton, L. K. Hallman, N. L. Letterman. Learning in two-person, zero-sum games. Psy Rep 34 (April), 503-510.
25. Reiches, N. A. and H. B. Harral. Argument in negotiation: a theoretical and empirical approach. SM 41 (March), 36-48.
26. Saine, T. J. Perceiving communication conflict. SM 41 (March), 49-56.
27. Schriber, T. J. Simulation using GPSS. New York: John Wiley.
28. Schultz, R. L. The use of simulation for decision making. B Sci 19 (September), 344-350.
29. Short, J. A. Effects of medium of communication on experimental negotiation. HR 27 (March), 225-234.
30. Steinfatt, T. M., D. R. Seibold, and J. K. Frye. Communication in game simulated conflicts: two experiments, SM 41 (March), 24-35.
31. Touhey, J. C. Decision processes, expectations, and adoption strategies in zero-sum games. HR 27 (October), 813-824.
32. Vinacke W. E., R. Mogey, W. Powers, C. Langan, and R. Beck. Accomodative strategy and communication in a three-person matrix game. JPSP 29 (April), 509-525.
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34. Western, T. E. and J. J. Buckley. Toward an explanation of experimentally obtained outcomes to a simple, majority rule game. JCR 18 (June), 198-236.
35. Worchel, P., P. G. Hester, and P. S. Kopala. Collective protest and legitimacy of power: theory and research JCR 18 (March), 37-54.
36. Yukl, G. A. Effects of situational variables and opponent concessions on a bargainer's perception, aspirations, and concessions. JPSP 29 (February), 227-236.
37. Yukl, G. A. Effects of the opponent's initial offer, concession magnitude, and concession frequency on bargaining behavior. JPSP 30 (September), 323-335.

Also see:
27873*, 27949, 27966, 27939, 28327, 28364; 026, 048, RM50, T33.

VI. INTERPERSONAL COMMUNICATION (IP)

1. Anthony, S. Immediacy and nonimmediacy: factors in communicating interpersonal attraction. JSP 93 (June), 141-142.
2. Banikiotes, P. G. and S. P. McCabe. Measurement of self-disclosure: self-report, ratings of peers and supervisors. Psy Rep 34 (June), 754.
3. Barker, L. L. ed. Communication vibrations. Englewood Cliffs, N.J.: Prentice-Hall.
4. Benjamin, L. S. Structural analysis of social behavior. PR 81 (September), 392-425.
5. Bickman, L. Sex and helping behavior. JSP 93 (June), 43-54.
6. Bordow. A Aggression and support levels in the dyad: clarification of a balanced effect. JSP 93 (August), 299-300.
7. Brooks, W. D. Speech Communication, 2nd ed. Dubuque, Iowa: Wm. C. Brown.
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13. Delia, J. G. Attitude toward the disclosure of self-attributions and the complexity of interpersonal constructs. SM 41 (June), 119-126.
14. Delia, J. G., R. A. Clark and D. E. Switzer. Cognitive complexity and impression formation in informal social interaction. SM 41 (November), 299-308.
15. Farley, F. H. Field dependence and approval motivation. JGP 91 (July), 153-154.

16. Gilligan, J. F. Sensitivity training and self-actualization. Psy Rep 34 (February), 319-325.

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20. Hart, R. J. and B. L. Brown. Interpersonal information conveyed by the content and vocal aspects of speech SM 41 (November), 371-380.

21. Hewitt, J. and M. Goldman. Self-esteem, need for approval, and reactions to personal evaluations. JESP 10 (May), 201-210.

22. Hillery, J. M. and K. N. Wexley. Participation effects in appraisal interviews conducted in a training situation. JAP 59 (April), 169-171.

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25. Kaplan, K. J., I. J. Firestone, R. Degnore, and M. Moore. Gradients of attraction as a function of disclosure probe intimacy and setting formality: on distinguishing attitude oscillation from attitude change—study one. JPSP 30 (November), 638-646.

26. Knapp, M. L., R. P. Hart, and H. S. Dennis. An exploration of deception as a communication construct. HCR 1 (Fall), 15-29.

27. Konepka, G. Social change and human values. JHE 66 (September), 12-14.

28. Kriss, M., E. Indenbaum, and F. Tesch. Message type and status of interactants as determinants of telephone helping behavior. JPSP 30 (December), 856-859.

29. Lomranz, J. and A. Shapira. Communicative patterns of self-disclosure and touching behavior. J Psy 88 (November), 223-228.

30. London, M. and M. D. Hakel. Effects of applicant stereotypes, order, and information on interview impressions. JAP 59 (April), 157-162.

31. Mannino, F. V. An ecological approach to understanding family and community relationships. JHE 66 (March), 9-13.

32. Matteson, R. Adolescent self-esteem, family communication, and marital satisfaction. J Psy 86 (January), 35-48.

33. Mattson, K. D. Personality traits associated with effective teaching in rural and urban secondary schools. JEdP 66 (February), 123-128.

34. Messick, D. M. and G. D. Reeder. Roles, occupations, behaviors, and attributions. JESP 10 (March), 126-132.

35. Moore, L. F. and A. J. Lee. Comparability of interviewer, group, and individual interview ratings. JAP 59 (April), 163-167.

36. Mortensen, C.D. and P. H. Arnston. The effect of predisposition toward verbal behavior on interaction patterns in dyads. QJS 60 (December), 421-430.

37. Ohlson, E. L. The effects of the female-based family and birth order on the ability to self-disclose. J Psy 87 (May), 59-70.

38. Pearce, W. B. Trust in interpersonal communication. SM 41 (August), 236-244.

39. Pearce, W. B., P. H. Wright, S. M. Sharp, and K. M. Slama. Affection and reciprocity in self-disclosing communication. HCR 1 (Fall), 5-14.

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44. Smith, P. C., J. Mitchell, and J. Rollo. Influence of varying sources of information on judgments of interviews. Psy Rep 34 (June), 683-688.

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27869*, 27877, 27878, 27879, 27885*, 27890*, 27893*, 27906*, 27909*, 27912, 27919, 27925, 27940, 27948, 27950, 27958, 27965, 27968, 27980, 27982, 28328, 28332*, 28354, 28381*, 28410, 28494; CC7, CC14, GT8, G79, GT12, NV17, 036, P7.

VII. LANGUAGE (L)

1. Blankenship, J. The influence of mode, sub-mode, and speaker predilection on style. SM 41 (June), 85-118.
2. Ciborowski, T. and S. Choy. Nonstandard English and free recall: an exploratory study. JCCP 5 (September), 271-281.
3. Cole, R. A. and B. Scott. Toward a theory of speech perception. PR 81 (July), 348-374.
4. Conville, R. L. and V. E. Cronen. The effects of negative affect conditions and concept involvement on language redundancy. J Psy 86 (January), 93-104.
5. Foster, H. L. Ribbin' jivin' and playin' the dozens. Cambridge, Mass: Ballinger Publishing.
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7. Frentz, T. S. Toward a resolution of the generative semantics/classical theory controversy: a psycholinguistic analysis of metaphor. QJS 60 (April), 125-133.
8. Fulkerson, F. E., L. Frindabille, and J. M. Ammel. Noun imagery in verbal-discrimination learning and recall. AJP 87 (March/June), 125-133.
9. Giles, H. R. Bourhis, P. Trudgill, and A. Lewis. The imposed norm hypothesis: a validation. QJS 60 (December), 405-410.
10. Gilley, H. M. and D. C. Perkins. Hostile verb use by youthful male prisoners with single vs. multiple offenses. J Psy 87 (May), 107-110.
11. Gollob, H. F. The subject-verb-object approach to social cognition. PR 81 (July), 286-321.
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14. Lopez, M. and R. K. Young. The linguistic interdependence of bilinguals. JExP 102 (June), 981-983.
15. Lopez, M., R. E. Hicks, and R. K. Young. Retroactive inhibition in a bilingual a-b, a-b, paradigm. JExP 103 (July), 85-ff.
16. Lumsden, G., D. Lumsden, D. R. Brown, and T. A. Hill. An investigation of differences in verbal behavior between black and white informal peer group discussions. TS 22 (Fall), 31-36.
17. Motley, M. T. Verbal conditioning-generalization in encoding: a hint at the structure of the lexicon. SM 41 (June), 151-162.
18. Mueller, J. H., C. W. Hughes, and J. P. Pickering. Total time and learning to learn in paired-asociate and verbal-discrimination tasks. AJP 87 (March/June), 107-116.
19. Mulac, A., T. D. Hanley, and D. Y. Prigge. Effects of phonological speech foreigness upon three dimensions of attitude of selected american listeners. QJS 60 (December), 411-420.
20. Nash, J. E. and J. M. Calonico. Sociological perspectives in Bernstein's sociolinguistics. T Soc Q 15 (Winter), 81-92.
21. Nelson, K. Concept, word, and sentence: interrelations in acquisition and development. PR 81 (July), 267-285.
22. Pines, M. B. and K. A. Blick. Experimenter-supplied and subject-originated mnemonics in retention of word-pairs. Psy Rep 34 (February), 99-106.
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26. Richards, L. G. and D. M. Platnick. Word-recognition thresholds as a function of verbal ability in two experimental paradigms. AJP 87 (March/June), 65-70.
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28. Salancik, J. R. Inference of one's attitude from behavior recalled under linguistically manipulated cognitive sets. JESP 10 (September), 415-427.

29. Smith, E. E., E. J. Shoben, and L. J. Rips. Structure and process in semantic memory: a feature model for semantic decisions PR 81 (May), 214-241.
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32. Suppes, P. The semantics of children's language. AP 29 (February), 103.
33. Whitehead, J. Z., F. Williams, J. M. Civikly, and J. W. Albino. Latitude of attitude in ratings of dialect variations. SM 41 (November), 397-407.
34. Wickens, C. D. Temporal limits of human information processing: a developmental study. PB 81 (November), 739-755.
35. Williams, F. Communication and sociolinguistics. JC 24 (Spring), 158-168.
36. Williams, F. and R. C. Naremore. Language attitude: an analysis of teacher differences. SM 41 (November), 391-396.
37. Worth, S. and L. Gross Symbolic strategies. JC 24 (Autumn), 27-ff.
38. Zimmerman, B. J. and T. L. Rosenthal. Observational learning of rule-governed behavior by children. PB 81 (January), 29-42.
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27836*, 27852, 27899, 27929, 27970, 28066, 28362, 28371*, 28387, 28407, 28428, 28437, 28440, 28444, 28453, 28488, 28512, 28557*, 28561, 28562*, 28571*, 28572, 28576, 28588, 28594, 28659, 28692, 28697, 28710, 28726, 28771, 28781, 28811, 28814, 28822; CT3, G20, G23, GT24, L14, L42, P6, RM18, RM35, SG47, T12, T22, T31.

VIII. NONVERBAL COMMUNICATION (NV)

1. Austin, W. T. and F. L. Bates. Ethological indicators of dominance and territory in a human captive population. SF 52 (June), 447-454.
2. Beebe, S. A. Eye contact: a nonverbal determinant of speaker credibility. ST, 23 (January), 21-25.
3. Bickman, L. The social power of a uniform. JASP 4 (January), 47-ff.
4. Breed, G. and V. Colaiuta. Looking, blinking, and sitting: nonverbal dynamics in the classroom. JC 24 (Spring), 75-81.
5. Buck, R., R. E. Miller and W. F. Caul. Sex, personality, and physiological variables in communication of affect via facial expression. JPSP 30 (October), 587-596.
6. Chaikin, A. L., E. Sigler, and V. J. Derlega. Nonverbal mediators of teacher expectancy effects. JPSP 30 (July), 144-149.
7. Crowl, T. K. and W. H. MacGinitie. The influence of students' speech characteristics on teachers' evaluations of oral answers. JEdP 66 (June), 304-308.
8. Duncan, S. and G. Niederehe. On signalling that it's your turn to speak. JESP 10 (May), 234-247.
9. Edney, J. J. Human territoriality. PB 81 (December), 959-975.
10. Efran, M. G. and J. A. Cheyne. Affective concomitants of the invasion of shared space: behavioral, physiological, and verbal indicators. JPSP 29 (February), 219-227.
11. Ekman, P. and W. V. Friesen. Detecting deception from the body or pace. JPSP 29 (March), 288-298.
12. Fugita, S. S. Effects of anxiety and approval on visual interaction. JPSP 29 (April), 586-592.
13. Gatton, M. J. and J. D. Tyler. Nonverbal interview behavior and dependency. JSP 93 (August), 303-304.
14. Harison, R. P. Beyond words: an introduction to nonverbal communication. Englewood Cliffs, NJ: Prentice-Hall.
15. Hartnett, J. J., K. G. Bailey, and C. S. Hartley. Body height, position, and sex as determinants of personal space. J Psy 87 (May), 129-136.
16. Heston, J. K. Effects of personal space invasion and anomia on anxiety, non-person orientation and source credibility. CSSJ 25 (Spring), 19-27.
17. Jellison, J. M. and W. J. Ickes. The power of the glance: desire to see and be seen in cooperative and competitive situations. JESP 10 (September), 444-450.
18. Jurich, A. P. and J. A. Jurich. Correlations among nonverbal expressions of anxiety. Psy Rep 34 (February), 199-204.
19. Laird, J. D. Self-attribution of emotion: the effects of expressive behavior on the quality of emotional experieince. JPSP 29 (April), 475-486.

20. Landy, D. and H. Sigall. Beauty is talent: task evaluation as a function of the performer's physical attractiveness. JPSP 29 (March), 299-304.
21. Lynch, D. F. Cloentropy: a new technique for analyzing audience response to film. SM 41 (August), 245-252.
22. Martin, R. D. Friendship choices and residence hall proximity among freshmen and upper year students. Psy Rep 34 (February), 118.
23. Nevill, D. Experimental manipulation of dependency motivation and its effects on eye contact and measures of field dependency. JPSP 29 (January), 72-79.
24. Pedersen, D. M. and L. M. Shears. Effects of an interpersonal game and of confinement on personal space. JPSP 30 (December), 838-845.
25. Rohner, R. P. Proxemics and stress: an empirical study of the relationship between living space and roommate turnover. HR 27 (September), 697-702.
26. Scherer, S. E. Proxemic behavior of primary school children as a function of their socioeconomic class and subculture. JPSP 29 (June), 800-805.
27. Schiavo, R. S., B. Sherlock, and G. Wicklund. Effects of attire on obtaining directions. Psy Rep 34 (February), 245-246.
28. Segal, M. W. Alphabet and attraction: an unobstructive measure of the effect of propinquity in a field setting. JPSP 30 (November), 654-657.
29. Siegel, J. A. Sensory and verbal coding strategies in subjects with absolute pitch. JExP 103 (July), 37-ff.
30. Snyder, M. Self-monitoring of expressive behavior. JPSP 30 (October), 526-538.
31. Sorce, J. F. and J. J. Campos. The role of expression in the recognition of a face. AJP 87 (March/June), 71-82.
32. Sundstrom, E. and I. Altman. Field study of territorial behavior and dominance. JPSP 30 (July), 115-124
33. Thayer, S. and W. Schiff. Observer judgment of social interaction: eye contact and relationship inferences. JPSP 30 (July), 110-114.
34. Weitz, S., ed. Nonverbal communication: readings with commentary. New York: Oxford U Press.

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27872*, 27886, 27901*, 27905*, 27914, 27919*, 27923, 27924, 27931, 27941, 27947, 27963, 28048, 28167, 28174, 28350, 28367*, 28432, 28455, 28459, 28573*, 28598, 28616, 28673, 28677, 28743, 28808; CC17, IP19, IP25, IP29, L19, P55, RM22, T6, T13, T15, T21.

IX. ORGANIZATIONAL COMMUNICATION (O)

1. Alderfer, C. P., R. E. Kaplan, and K. K. Smith. The effectiveness of variations in relatedness need satisfaction on relatedness desires. ASQ 19 (December), 507-532.
2. Almaney, A. Communication and the systems theory of organization. JBC 12 (Fall), 35-44.
3. Arrow, K. J. The limits of organization. New York: W. W. Norton.
4. Athanassiades, J. C. An investigation of some communication patterns of female subordinates in hierarchial organizations. HR 27 (March), 195-210.
5. Barton, O. Process and outcomes of negotiations. New York: Columbia U Press.
6. Belohov, J., P. Popp, and M. Porte. Communication: a view from inside business. JBC 11 (Summer), 53-60.
7. Bernard, H. R. Scientists and policymakers: an ethnography of communication. HO 33 (Fall), 261-275.
8. Blum, M. L., J. B. Stewart, and E. W. Wheatley. Consumer affairs: viability of the corporate response JM 38 (April), 13-19.
9. Buchanan, B., II. Building organizational commitment: the socialization of managers in work organizations. ASQ 19 (December), 533-546.
10. Buckley, W., T. Burns, and L. D. Meeker. Structural resolutions of collective action problems. B Sci 19 (September), 277-297.
11. Butterfield, D. A. and G. F. Farris. The Likert organizational profile: methodological analysis and test of system 4 theory in Brazil. JAP 59 (February), 15-23.
12. Contini, E. Problem-solving in the realm of urban planning. ABS 18 (November/December), 201-ff.
13. Counte, M. A. and J. R. Kimberly. Organizational innovation in a professionally dominated system: responses of physicians to a new program in medical education. JHSB 15 (September), 188-ff.
14. Coxon, A. P. M. and C. L. Jones. Problems in the selection of occupational titles. TSR 22 (August), 369-384.
15. Csoka, L. S. A relationship between leader intelligence and leader rated effectiveness. JAP 59 (February), 43-47.
16. Doris, D. A. Metamotivational-Leadership: management's newest frontier. AL 23 (May), 18-19 & 32.

17. Downs, C. W. and M. W. Larimer. The status of organizational communication in speech departments. ST 23 (November), 325-329.

18. Epstein, C. Effective interaction in contemporary nursing. Englewood Cliffs, NJ: Prentice-Hall.

19. Falcione, R. L. Credibility: qualifier of subordinate participation. JBC 11 (Spring), 43-54.

20. Falcione, R. L. The factor structure of source credibility scales for immediate superiors in the organizational context. CSSJ 25 (Spring), 63-66.

21. Fodor, E. M. Group stress, criticism by a subordinate, and the use of power. J Psy 88 (November), 253-260.

22. Ghiselli, E. E. Some perspectives for industrial psychology. AP 29 (February), 80-ff.

23. Goldhaber, G. M. Communication at the university: external channels. WS 38 (Summer), 157-161.

24. Grunig, J. E. Communication in a community development agency. JC 24 (Autumn), 40-ff.

25. Hall, J. Interpersonal style and the communication dilemma: I. Managerial implications of the Johari awareness model. HR 27 (April), 381-399.

26. Hamner, W. C. Effects of bargaining strategy and pressure to reach agreement in a stalemated negotiation. JPSP 30 (October), 458-467.

27. Henderson, G. Human relations: from theory to practice. Norman, OK: University of Oklahoma Press

28. Hickson, M., III. Participant-observation technique in organizational communication research. JBC 11 (Spring), 37-42.

29. Huegli, J. M. and H. D. Tschirgi. Communication skills at the entry job level. JBC 12 (Fall), 24-29.

30. James, L. R. and A. P. Jones. Organizational climate: a review of theory and research. PB 81 (December), 1096-1112.

31. Jerdee, T. H. and B. Rosen. Effects of opportunity to communicate and visibility of individual decisions on behavior in the common interest. JAP 59 (December), 712-716.

32. Landsbury, R. Careers, work and leisure among the new professionals. TSR 22 (August), 385-400.

33. LaRosa, R. Interpreting hierarchical message structure. JC 24 (Spring), 61-69.

34. Levi, A. M. Constructive, extensive measurement of preference to predict choice between sums of outcomes. B Sci 19 (September), 326-335.

35. Luthans, F. and R. Kreitner. Organizational behavior modification. Glenview, Ill.: Scott, Foresman.

36. Mandel, J. F. A strategy for selecting and phrasing questions in an interview. JBC 12 (Fall), 17-23.

37. Mears, P. Structuring communication in a working group. JC 24 (Winter), 71-79.

38. Metcalfe, J. L. Systems models, economic models and the causal texture of organizational environments: an approach to macro-organization theory. HR 27 (September), 639-663.

39. Miner, J. B., J. R. Rizzo, D. N. Harlow, and J. W. Hill. Role motivation theory of managerial effectiveness in simulated organizations of varying degrees of structure. JAP 59 (February), 31-37.

40. Minter, R. L. Interpersonal dynamics of organizational communication: an overview. JBC 11 (Summer), 40-52.

41. Mitchell, T. R. Expectancy models of job satisfaction, occupational preference and effort: a theoretical, methodological, and empirical appraisal. PB 81 (December), 1053-1077.

42. Mueller, C. The politics of communication: a study in the political sociology of language, socialization, and legitimation. New York: Oxford U Press.

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44. O'Leary, V. E. Some attitudinal barriers to occupational aspirations in women. PB 81 (November), 809-827

45. Paulson, S. F. Needed: an ecology of communication. JBC 11 (Spring), 8-11.

46. Pietri, P., R. Hay, K. Van Voohis, and D. Porterfield. Organizational communication: an historical perspective. JBC 11 (Summer), 3-24.

47. Pollard, H. R. Developments in management thought. New York: Crane, Russak & Co.

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49. Roberts, K. H. and C. A. O'Reilly, III. Measuring organizational communication. JAP 59 (June), 321-326.

50. Roberts, K. H., C. A. O'Reilly, III, G. E. Bretton, and L. W. Porter. Organizational: theory and organizational communication: a communication failure? HR 27 (May), 501-524

51. Robertson, D. H. Communications and sales force feedback. JBC 11 (Winter), 3-10.
52. Rosenberg, S. L. Self-analysis of your organization. Saranac Lake, NY: Amacon.
53. Rubin, H. J. Modes of bureaucratic communications: examples from Thai local government. T Soc Q 15 (Spring), 212-230.
54. Sigband, N. B. Communication effectiveness of consumer protective legislation. JBC 12 (Fall), 7-16.
55. Staw, B. M. Attitudinal and behavioral consequences of changing a major organizational reward: a natural field experiment. JPSP 29 (June), 742-751.
56. Steers, R. M. and L. W. Porter. The role of task-goal attributes in employee performance. PB 81 (July), 434-452.
57. Sussman, L. The relationship between message distortion and job satisfaction—a field study. JBC 11 (Summer), 25-29.
58. Vickers, G. The changing nature of the professions. ABS 18 (November/December), 164-ff.
59. Williams, F. L. The 15 golden rules for success as a manager. JHE 66 (September), 30-33.

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27846, 27864, 27870*, 27881*, 27882*, 27887*, 27900, 27930, 27933, 27935, 27937, 27938, 27961, 27972, 27976, 28032*, 28074, 28097, 28105, 28109, 28118, 28213, 28350*, 28375, 28395, 28402, 28418, 28430, 28452, 28465, 28484, 28485, 28519*, 28521*; G15, G28, GT4, GT36, GT37.

X. PERSUASION (P)

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2. Barlett, D. L., P. B. Drew, E. G. Fahle, and W. A. Watts. Selective exposure to a presidential campaign appeal. POQ 38 (Summer), 264-ff.
3. Baudhuin, E. S. From campaign to watergate: Nixon's communication image. WS 38 (Summer), 182-189.
4. Bettman, J. R. Relationship of information-processing attitude structures to private brand purchasing behavior. JAP 59 (February), 79-83.
5. Burgoon, M. and G. R. Miller. The effects of counterattitudinal communication behavior on latitude of rejection. J Psy 87 (July), 319-323.
6. Burgoon, M. and L. B. King. The meditation of resistance to persuasion strategies by language variables and active-passive participation. HCR 1 (Fall), 30-41.
7. Burnstein, E., A. Vinokur, and M. Pichevin. What do differences between own, admired, and attributed choices have to do with group induced shifts in choice. JESP 10 (September), 428-443.
8. Calder, B. J., C. A. Insko, and B. Yandell. The relation of cognitive and memorial processes to persuasion in a simulated jury trial. JASP 4 (January), 62-ff.
9. Cialdini, R. B., S. L. Brauer, and S. K. Lewis. Attributional bias and the easily persuaded other. JPSP 30 (November), 631-637.
10. Clark, A. J. An exploratory study of order effect in persuasive communication. SSCJ 39 (Summer), 322-332.
11. Cooper, J., J. M. Darley and J. E. Henderson. On the effectiveness of deviant-and conventional-appearing communicators: a field study. JPSP 29 (June), 752-758.
12. Cooper, J., M. P. Zanna, and G. R. Goethals. Mistreatment of an esteemed other as a consequence affecting dissonance reduction. JESP 10 (May), 224-233.
13. Crockett, W. H. Balance, agreement, and subjective evaluations of the P-O-X triads. JPSP 29 (January), 102-110.
14. Eagly, A. H. Comprehensibility of persuasive arguments as a determinant of opinion change. JPSP 29 (June), 758-773.
15. Feezel, J. D. A qualified certainty: verbal probability in arguments. SM 41 (November), 348-356.
16. Fleshler, H., J. Ilardo, and J. Demoretcky. The influence of field dependence, speaker credibility set, and message documentation on evaluations of speaker and message credibility. SSCJ 39 (Summer), 389-402.
17. Giesen, M. and C. Hendrick. Effects of false positive and negative arousal feedback on persuasion. JPSP 30 (October), 449-457.
18. Gillig, P. M. and A. G. Greenwald. Is it time to lay the sleeper effect to rest? JPSP 29 (January), 132-139.
19. Gormly, J. A comparison of predictions from consistency and affect theories for arousal during interpersonal disagreement. JPSP 30 (November), 658-663.
20. Granberg, D. and E. E. Brent, Jr. Dove—hawk placements in the 1968 election: application of social judgment and balance theories. JPSP 29 (May), 687-695.

21. Green, D. Dissonance and self-perception analyses of "forced compliance": when two theories make competing predictions. JPSP 29 (June), 819-828.

22. Gross, A. E., M. J. Schmidt, J. P. Keating, M. J. Saks. Persuasion, surveillance, and voting behavior. JESP 10 (September), 451-460.

23. Hamilton, J. O. Motivation and risk taking behavior: a test of Atkinson's theory. JPSP 29 (June), 856-864.

24. Heilman, M. E. Threats and promises: reputational consequences and transfer of credibility. JESP 10 (July), 310-324.

25. Himmelfarb, S. and D Arazi. Choice and source attractiveness in exposure to discrepant messages. JESP 10 (November), 516-527.

26. Hollander, S. W. Effects of forewarning factors on pre- and post-communication attitude change. JPSP 30 (August), 272-279.

27. Infante, D. A. and J. Y. Fisher. The influence of receivers' attitudes, audience size, and speakers' sex on speakers' premessage perceptions. CSSJ 25 (Spring), 43-49.

28. Kanfer, F. H., P. Karoly, and A. Newman. Source of feedback, observational learning, and attitude change. JPSP 29 (January), 30-38.

29. Kaplan, K. J. and R. M. Baron. An integrative balance notation for the attractiveness-persuasiveness relationship in persuasive communication versus forced compliance. HR 27 (March), 287-301.

30. Kaplan, S. J. and H. W. Sharp, Jr. The effect of responsibility attributions on message source evaluation SM 41 (November), 364-370.

31. Keasey, C. B. The influence of opinion agreement and quality of supportive reasoning in evaluation of moral judgments. JPSP 30 (October), 477-483.

32. Keating, J. P. and T. C. Brock. Acceptance of persuasion and the inhibition of counterargumentation under various distraction tasks. JESP 10 (July), 301-309.

33. Kelman, H. C. Attitudes are alive and well and gainfully employed in the sphere of action. AP 29 (May), 311-ff.

34. King, W. R. and D. I. Cleland. Environmental information systems for strategic marketing planning. JM 38 (October), 35-40.

35. Lynn, J. R. Effects of persuasive appeals in public service advertising. JQ 51 (Winter), 622-630.

36. McCroskey, J. C. and M. Burgoon. Establishing predictors of latitude of acceptance-rejection and attitude intensity: a comparison of assumptions of social judgment and authoritarian personality theory. SM 41 (November), 421-426.

37. McCullough, J. L. and T. M. Ostrom. Repetition of highly similar messages and attitude change. JAP 59 (June), 395-397.

38. McGinnies, E. and C. D. Ward. Persuasibility as a function of source credibility and locus of control: five cross cultural experiments. J Per 42 (September), 360-371.

39. Munson, P. and C. A. Kiesler. The role of attributions by others in the acceptance of persuasive communications. J Per 42 (September), 453-466.

40. Newtson, D. and T. Czerlinsky. Adjustment of attitude communications for contrasts by extreme audiences. JPSP 30 (December), 829-837.

41. Plummer, J. T. The concept and application of life style segmentation. JM 38 (January), 33-37.

42. Powell, F. A. Cognitive tuning and differentiation of arguments in communication. HCR 1 (Fall), 53-61.

43. Roberge, J. J. Effects of negation on adults' comprehension of fallacious conditional and disjunctive arguments. JGP 91 (October), 287-294.

44. Rosenfeld, L. B. and V. R. Cristie. Sex and persuasibility revisited. WS 38 (Fall), 244-253.

45. Schultz, C. B. Information seeking following the confirmation or contradiction of beliefs. JEdP 66 (December), 903-910.

46. Schultz, C. B. The effect of confidence on selective exposure: an unresolved dilemma. JSP 94 (October), 65-70.

47. Steele, C. M. and T. M. Ostrom. Perspective-mediated attitude change: when is indirect persuasion more effective than direct persuasion? JPSP 29 (June), 737-741.

48. Steinfatt, T. M., G. R. Miller, and E. P. Bettinghaus. The concept of logical ambiguity and judgments of syllogistic validity. SM 41 (November), 317-328.

49. Ward, C. D. and E. McGinnies. Persuasive effects of early and late mention of credible and noncredible sources. J Psy 86 (January), 17-24.

50. Widgery, R. N. Sex of receiver and physical attractiveness of source as determinants of initial credibility perception. WS 38 (Winter), 13-17.

51. Wheeless, L. R. Attitude and credibility in prediction of attitude change: a regression approach. SM 41 (August), 277-281.
52. Wheeless, L. R. The effects of attitude, credibility and homophily on selective exposure to information. SM 41 (November), 329-338.
53. Wheeless, L. R. Effects of explicit credibility stratements by more credible and less credible sources. SSCJ 39 (Fall), 33-39.
54. Wheeless, L. R. The relationship of attitude and credibility to comprehension and selective exposure. WS 38 (Spring), 88-97.
55. Wise, G. L. Differential pricing and treatment by new-car salesmen: the effects of the prospect's race, sex and dress. JB 47 (April), 218-230.
56. Worchel, S., C. A. Insko, V. A. Andreoli, and D. Drachman. Attribution of attitude as a function of behavioral direction and freedom: reactance in the eye of the observer. JESP 10 (September), 399-414.
57. Worchell, S. and S. E. Arnold. The effect of combined arousal states on attitude change. JESP 10 (November), 549-560.
58. Zillman, D. and J. R. Cantor. Rhetorical elicitation of confession in persuasion. JSP 94 (December), 223-236.

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27897•, 27902•, 27903•, 27908, 27911•, 27915•, 27921, 27922, 27956, 27960, 27964, 27971, 27974, 27977, 28018•, 28027, 28045•, 28062•, 28334, 28338•, 28341, 28349, 28355, 28356, 28360, 28378•, 28386, 28392, 28399, 28401, 28441, 28478, 28490, 28493, 28517•, 28520•, 28524•, 28526; D8, IP27, L13, L28, SG14, SG53.

XI. RESEARCH METHODOLOGY (RM)

1. Albrow, M. Dialectical and categorical paradigms of a science of society. TSR 22 (May), 183-202.
2. Alwin, D. F. and R. C. Tessler. Causal models, unobserved variables, and experimental data. AJS 80 (July), 58-ff.
3. Anderson, J. and B. C. Hansford. An information processing procedure: Flander's interaction for scoring analysis categories. JEE 43 (Fall), 6-10.
4. Appelbaum, M. I., and E. M. Cramer. Some problems in the nonorthogonal analysis of variance. PB 81 (June), 335-343.
5. Blalock, H. M., Jr., ed. Measurement in the social sciences: theories and strategies. Chicago: Aldine.
6. Broedling, L. A. On more reliably employing the concept of reliability. POQ 38 (Fall), 372-ff.
7. Carlson, J. E. and N. H. Timm. Analysis of nonorgothogonal fixed-effects designs. PB 81 (September), 567-570.
8. Chua, B. On commitments to ethnomethodology. SI 44 (4), 241-ff.
9. Conville, R. L. The lucas switchback design. CSSJ 25 (Summer) 151.
10. Dziuban, C. D. and E. C. Shirkey. When is a correlation matrix appropriate for factor analysis? Some decision rules. PB 81 (June), 358-362.
11. Falzer, P. R. Representative design and the general linear model. SM 41 (June), 127-138.
12. Farley, F. H. and A. Cohen. Common-item effects and the smallest space analysis of structure. PB 81 (November), 766-772.
13. Fishbein, M. and I. Ajzen. Attitudes toward objects as predictors of single and multiple behavioral criteria. PR 81 (January), 59-74.
14. Fuller, C. H. Comparison of two experimental paradigms as tests of Heider's balance theory. JPSP 30 (December), 802-805.
15. Glenn, N. D. Recent trends in intercategory differences in attitudes. SF 52 (March), 395-400.
16. Granberg, D. and L. Steele. Procedural considerations in measuring latitudes of acceptance, rejection, and non-commitment. SF 52 (June), 538-542.
17. Guilford, J. P. Rotation problems in factor analysis. BP 81 (August), 498-501.
18. Guildford, J. P. and R. E. Pandey. Abilities for divergent productions of symbolic and semantic systems. JGP 91 (October), 209-210.
19. Guion, R. M. Open a new window: validities and values in psychological measurement. AP 29 (May), 287-ff.
20. Gulliksen, H. Looking back and ahead in psychometrics. AP 29 (April), 251-ff.
21. Hannah, E. J. Implications of a nonsignificant statistic. JGP 90 (April), 161-162.
22. Harrison, P. R. A technique for analyzing the distance between organisms in observational studies. JGP 91 (October), 269-272.
23. Havlicek, L. L. and N. L. Peterson. Robustness of the *t* test: a guide for researchers on the effect of violations of assumptions. Psy Rep 34 (June, 2), 1095-1114.

24. Hendrick, C. and B. A. Seyfried. Assessing the validity of laboratory-produced attitude change. JPSP 29 (June), 865-870.
25. Herbat, P. G. Socio-technical design: strategies in multidisciplinary research. London: Tavistock Publications.
26. Holmes, D. S. and D. H. Bennett. Experiments to answer questions raised by the use of deception in psychological research: I, role-playing as an alternative to deception; II, effectiveness of debriefing after a deception; III, effect of informed consent on deception. JPSP 29 (March), 358-367.
27. Horn, J. L. and J. R. Knapp. Thirty wrongs do not make a right: reply to Guilford. PB 81 (August), 502-504.
28. Humphreys, L. G. and A. Fleishman. Pseudo-orthogonal and other analysis of variance designs involving individual-differences variables. JEdP 66 (August), 464-472.
29. Hunter, J. E. and R. L. Shotland. Treating data collected by the "small world" method as a Markov process. SF 52 (March), 321-332.
30. Jones, F. N., *et. al.* Psychophysical judgment and measurement. New York: Academic Press.
31. Keselman, H. J. and R Murray. Tukey tests for pair-wise contrasts following the analysis of variance: is there a type IV error? PB 81 (September), 608-609.
32. Lindman, H. R. Analysis of variance in complex experimental design. San Francisco: W. H. Freeman.
33. MacCallum, R. C. Relations between factor analysis and multidimensional scaling. PB 81 (August), 505-516.
34. Maher, B. A. ed. Progress in experimental personality research, vol. 7. New York: Academic Press.
35. McHugh, P., *et. al.* On the beginning of social inquiry. Boston: Routledge & Kegan Paul.
36. Mercatoris, M. and W. E. Craighead. Effects of nonparticipant observation on teacher and pupil classroom behavior. JEdP 66 (August), 512-519.
37. Myers, L. S. and N. E. Grossen. Behavioral research: theory, procedure, and design. San Francisco: W. H. Freeman.
38. Perinbanayagam, R. S. The definition of the situation: an analysis of the ethnomethodological and dramoturigical views. T Soc Q 15 (Autumn), 521-541.
39. Petelle, J. L. and R. Maybee. Items of information retrieved as a function of cue system and topical area. CSSJ 25 (Fall), 190-197.
40. Quereshi, M. Y. Purposes and procedures of validation. J Psy 88 (September), 77-90.
41. Riecken, H. W. and R. F. Boruch, eds. Social experimentation: a method for planning and evaluating social intervention. New York: Academic Press.
42. Rogers, D. L. Sociometric analysis of interorganizational relations: application of theory and measurement. RS 39 (Winter), 487-ff.
43. Rosenthal, R. and R. L. Rosnow. The volunteer subject. New York: Wiley-Interscience.
44. Rosnow, R. L. and R. Rosenthal. Taming of the volunteer problem: on coping with artifacts by benign neglect. JPSP 30 (July), 188-190.
45. Rubin, D. B. Estimating causal effects of treatments in randomized and nonrandomized studies. JEdP 66 (October), 688-701.
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A SELECTED BIBLIOGRAPHY OF RHETORICAL STUDIES, 1974

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Several changes in the format appear in this edition of the rhetoric bibliography. The bulk of the material falls under two main-headings, "History of Rhetoric," and "Contemporary Rhetorical Theory." These headings are subdivided along lines suggested by last year's bibliography, but entries are no longer catalogued under the names of individual rhetorical theorists. Instead, the entries in each section are arranged alphabetically by the name of the author of the article or book. Reference to particular theorists is provided by the index of names at the end of the bibliography. There is also a short index of subjects (e.g. political rhetoric, metaphor). This index lists a few important subjects that appear frequently but do not warrant a discrete classification within the body of the bibliography. A separate section lists some important bibliographic resources. All entries are designated by letter and number according to the model established by Thomas Steinfatt in last year's bibliography of behavioral studies in communication. The letters refer to the various sections and the numbers to the position of the entry within a section. For example, "L6" refers to the sixth item in the section entitled Language/Style/Semantics.

This bibliography was based on the resources of the Indiana University Library. The compiler surveyed all available journals published in the year 1974 in the areas of speech communication, literature, philosophy, and intellectual history. In addition, he consulted selected periodicals in the social sciences (especially in the area of social psychology). Book references were derived mainly from the review sections of relevant periodicals.

Unless otherwise indicated, all entries cited were published in the calendar year 1974. Selected references to titles of doctoral dissertations appear throughout the bibliography. References are made by citing the title identification number. The complete citation appears in the "titles" section of the 1975 *Bibliographic Annual.*

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Journal Abbreviations

CCC	College Communication and Composition
CCSJ	Central States Speech Communication Journal
CIS	Cahiers Internationaux de Symbolisme
GRBS	Greek, Roman, and Byzantine Studies
ETC	ETC: A Review of General Semantics
JAAC	Journal of Aesthetics and Art Criticism
JMRS	The Journal of Medieval and Renaissance Studies
LEC	Les Études Classiques
MH	Medievalia et Humanistica
NLH	New Literary History
P&R	Philosophy and Rhetoric
QJS	Quarterly Journal of Speech
SM	Speech Monographs
SSCJ	Southern Speech Communication Journal
TS	Today's Speech
WS	Western Speech

I. HISTORY OF RHETORIC

A. Ancient (A)

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The following bibliography indexes books and periodical literature of interest to students of public address. The entries are drawn from speech communication, history, political science, economics, philosophy, and law. Unless otherwise indicated, all entries are for the year 1974. The identification numbers in the "See" and "Also see" listings refer to theses and dissertations listed elsewhere in the *Annual;* asterisks following the numbers indicate that abstracts appear in the "abstracts" section of this volume.

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JOURNAL ABBREVIATIONS

AHR	The American Historical Review	QJS	The Quarterly Journal of Speech
CSSJ	Central States Speech Journal	SAQ	The South Atlantic Quarterly
CWH	Civil War History	SEL	Studies in English Literature
JAFA	Journal of the American Forensic Association	SM	Speech Monographs
JAH	Journal of American History	SSCJ	The Southern Speech Communication Journal
JISHS	Journal of the Illinois State Historical Society	ST	The Speech Teacher
MLQ	Modern Language Quarterly	TS	Today's Speech
NEQ	The New England Quarterly	WS	Western Speech
P&R	Philosophy and Rhetoric	WMQ	The William and Mary Quarterly

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BIBLIOGRAPHY OF STUDIES IN ORAL INTERPRETATION, 1974

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As with previous editions, this bibliography records a selective collection of books and articles gathered from a broad spectrum of published materials relative to the oral interpretation of literature. Unless otherwise indicated, each citation was published in 1974. Publications from ancillary fields of study such as drama, literary criticism, aesthetics, linguistics, psychology, and education are included if there are important implications for the scholar in oral interpretation. Theses and dissertations are listed elsewhere in this volume with references to appropriate graduate studies by title identification number indicated at the end of pertinent subject area categories. (If the title identification number is followed by an asterisk, the graduate study has been abstracted.) The listings do not include book reviews, reproductions of earlier printings, or convention papers. The Table of Contents and the use of cross-references among subject areas provide the reader with a classification of entries.

A recently published journal, *Critical Inquiry,* which describes itself as "a voice for reasoned inquiry into significant creations of the human spirit" is recommended by the author as yet another illuminating resource for the interpretation scholar. Volume I, Number 1 of this journal commenced publication in September, 1974.

Unlike previous editions which listed abbreviations for all of the journals examined, this bibliography lists only those journals which have been cited within the contents of this issue. The author invites any suggestions from readers as to significant items which have been overlooked or comments for future bibliographic efforts.

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JOURNAL ABBREVIATIONS

BJA	British Journal of Aesthetics	CD	Comparative Drama
CSSJ	Central States Speech Journal	CE	College English
CCC	College Composition and Communication	CI	Critical Inquiry
		CQ	Critical Quarterly

C:QLA	Criticism: A Quarterly for Literature and Art
DR	Drama Review
ETJ	Educational Theatre Journal
EJ	English Journal
Int	Interchange
JAAC	Journal of Aesthetics and Art Criticism
KJCA	Kentucky Journal of Communication Arts
LP	Literature and Psychology
MD	Modern Drama
NLH	New Literary History
NCJSD	North Carolina Journal of Speech and Drama

PMLA	Publications of the Modern Language Association
QJS	Quarterly Journal of Speech
RW	Reading World
SFQ	Southern Folklore Quarterly
SSCJ	Southern Speech Communication Journal
SD	Speech and Drama
SM	Speech Monographs
ST	Speech Teacher
TS	Today's Speech
WSC	Western Speech Communication (Formerly Western Speech)
YR	Yale Review

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Meynell, Hugo. Aesthetic satisfaction. BJA 14, 115-123.

Mowbray, Allan. See VI. C.

Neveile, Michael R. Kant's characterization of aesthetic experience. JAAC 33, 193-202.

Norris, Margot C. See VI. B.

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See also: 28001, 28878.

IX. QUANTITATIVE STUDIES

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Carlsen, James W., et al. See V.

Lazier, Gil, Douglas Zahn and Joseph Bellinghiere. Empirical analysis of dramatic structure. SM 41, 381-390.

Ramsey, Ben. Applied literature: an experimental attempt to quantify the persuasive effects of a program of antiwar readings. SD 23, 9-12.

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X. READERS THEATRE AND CHAMBER THEATRE

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Brown, William R., Joseph Epolito, and Nancy Stump. Genre theory and the practice of readers theatre. ST 23, 1-8.

Callahan, Daniel J. The Japanese national Kabuki acting school: some observations. ST 23, 351-352.

Elvgren, Gillette A., Jr. Documentary theatre at Stoke-on-Trent. ETA 26, 86-98.

Kirby, E. T. Indigenous africa theatre. DR 18 (December), 22-35.

Kirby, Michael. On literary theatre. DR 18 (June), 108-113.

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Rea, Charlotte. Women for women. DR 18 (December), 77-87.

Zanger, Jules. The minstrel show as theatre of misrule. QJS 60, 33-38.

See also: 27991, 28004.

A BIBLIOGRAPHY OF THEATRICAL CRAFTSMANSHIP, 1974

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This index represents the third year of an annual bibliography focusing on theatre production (live performance) and techniques rather than on dramatic theory and criticism or theatre history. Regrettably, the future of the bibliography for a fourth year and further hangs in the balance, since the *Bibliographic Annual of Speech Communication* ceases publication with this issue. It is hoped that the American Theatre Association will assume responsibility for the index's continued publication. The need still exists in the field for an annual bibliography of this bent. To be sure, the newly inaugurated *Theatre/Drama and Speech Index* does encompass periodical items relating to the theatre crafts, but it is too expensive to be afforded by many libraries of modest size and it is rather difficult to use. The point here, of course, is not to minimize the sizeable contribution that the above index with its comprehensive scope has made since its birth in 1974, but merely to stress that room and need still exist for a small annual bibliography devoted to theatrical craftsmanship that will serve as an inexpensive and handy reference for those who labor in the vineyards of theatre and its related arts.

The 1974 "Bibliography of Theatrical Craftsmanship" maintains its immediate predecessor's existing areas: administration and management, acting, directing, design and technology, playwriting, production reports and reviews. In 1974 the number of articles treating education, creative dramatics, and children's theatre continued to grow, while those relating to Black theatre and socio-political theatre somewhat diminished. Other areas tended to remain constant. A continuing development has been the enlarging number of production reports that are truly reports rather than reviews. Such articles are placed in those theatre art areas (directing is a frequent receiver) which the individual report appears to emphasize. However, a subsequent bibliography might do well to distinguish reports from reviews by means of a separate sub-category under "production reports and reviews." Similar to last year's index, a listing is made at the end of each category of 1974 theses and dissertations concerning related subject matter and identified by number. The full description of such studies appears elsewhere in the *Annual.*

Individual entries chiefly have been taken from well-known and obtainable English language periodicals and journals. Of the 1973 bibliography's list of thirty-eight periodicals, six have been deleted (largely owing to cancellation or lack of relevant subject matter) and sixteen have been added. The latter include: *African Arts, Comparative Drama, Icarbs, Mime, Modern Drama, Modern International Drama, 19th Century Theatre Research, Restoration and 18th Century Theatre Research, Sangeet Natak, Speech and Drama, Theatrefacts, The-*

atre Notebook, Theatre Studies, Writer's Digest, The Writer, and *Western Speech.*

The bibliographical information for each entry includes month or season (when not consecutively paginated or an annual issue). An exception to this form will be found under "Production Reports and Reviews" where articles, with individual titles eliminated, are listed alphabetically (by author) under the appropriate play. Space limitations have kept cross-references to a minimum. The year of the publication is only cited in those cases where the issue date spans 1973 or 1975 or in the specific instance of one journal omitted last year whose 1973 issues have been picked up. Play reports and reviews relating to a specific play appear under the play title in a continuous sequence sparated only by periods rather than as separate listings. The same punctuation is followed with standard reports whose title is repeated in several issues of the same periodical, e.g. "First Nights."

The editors wish gratefully to acknowledge the collaboration of Kathy Kennedy and the assistance of Humanities Librarians Alan Cohn, Kathleen Eades, and Jean Zapp, all four of Southern Illinois University at Carbondale. The past invaluable contribution of former co-editor Jay E. Raphael is also noted with deep appreciation.

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JOURNAL ABBREVIATIONS

AA	African Arts
CDR	Creative Drama
COMD	Comparative Drama
CTR	Children's Theatre Review
DQTR	Drama: The Quarterly Theatre Review
DRAM	Dramatics
DT	Drama and Theater
ENC	Encore
ERT	Empirical Research in Theatre
ETJ	Educational Theatre Journal
GAM	Gambit
ICAR	Icarbs
IODN	Institute of Outdoor Drama Newsletter
MD	Modern Drama
MID	Modern International Drama
MIM	Mime
NITR	19th Century Theatre Research
NYT	New York Times (Arts and Leisure Section)
NYTCR	New York Times Theatre Critics Review
NYTM	New York Times (Magazine Section)

PAC	Performing Arts in Canada
PERF	Performance
PM	Players Magazine
PP	Plays and Players
QJS	Quarterly Journal of Speech
RECR	Restoration & 18th Century Theatre Research
SAN	Sangeet Natak
SD	Speech and Drama
SOT	Southern Theatre
SS	Shakespeare Survey
SSCJ	Southern Speech Communication Journal
ST	Speech Teacher
TABS	Tabs
TAN	Theatre Annual
TC	Theatre Crafts
TDR	The Drama Review (formerly Tulane Drama Review)
TDT	Theatre Design and Technology
TFAC	Theatrefacts
TN	Theatre Notebook
TP	Theatre en Pologne
TQ	Theatre Quarterly
TS	Theatre Survey
TST	Theatre Studies
T74	Theatre 74
WRID	Writer's Digest
WRI	The Writer
WS	Western Speech
YD	Young Drama
YT	Yale Theatre

I. ADMINISTRATION AND MANAGEMENT

Adkins, Joseph. About NADSA. ENC, 3-4.

American Conservatory Theatre, The. PERF 8, 18-19.

Angotti, Vincent L. and Herr, Judie L. Etienne Decroux and the advent of modern mime. TS 1 (May), 1-17.

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__________. Producing the goods: Michael Cochon and Ray Cooney in the West End. PP 11 (August), 20-23.

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Baumol, William J. and Hilda. What ails the fabulous invalid? It's not what you think! NYT 2 (June 2), 1, 22.

Berkvist, Robert. The stages are being set. NYT 2 (September 8), 1, 3.

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Billington, Dave. Festival Lennoxville: festival where? PAC 2 (Summer), 28-31.

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Bongartz, Roy. Huffing and puffing Broadway through the summer doldrums. NYT 2 (July 28), 1, 20.

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Brandreth, Gyles. Cinderella of the arts? SD 3 (Autumn), 10-11.

Brown, Donald. Dallas Theatre 3. PM 3-4 (Spring), 89-94.

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Brustein, Robert. Broadway and the non-profit theatre—a misalliance. NYT 2 (August 4), 1, 33.

Bryan, George. Dean Winston's clever mother: Lady Randolph Churchill and the National Theatre. TS 2 (November), 143-70.

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Conrad, David. The arts and you: conference in Alberta. PAC 3 (Fall), 39-40.

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D'Arcy, Ita. Opinion forum: what can we do to get the CBC moving again? PAC 3 (Fall), 38.

Edinborough, Arnold. After five years the National Arts Center has finally made it. PAC 2 (Summer), 21-24.

__________. How the Chalmers Foundation makes a little go a long way. PAC 1 (Spring), 11-13.

Edwards, Sydney. The new man at the National. T74, 60-64.

Fedapt. IODN (August), 1-2.

Gelb, Barbara. A mint from the Misbegotten. NYT 2 (May 5), 1, 33.

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Grace, Nicolas. An up-to-date man. DQTR 113 (Summer), 18-19.

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Higgins, John. Opera: London lacks a team. T74, 167-73.

Hill, Phillip G. Preview of the Cincinnati convention. SOT 2 (Winter), 5-7.

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Hughes, Alan. The Lyceum staff: a Victorian theatrical organization. TN 1, 11-17.

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Hurren, Kenneth. Quarter. DQTR 112 (Spring), 69-71. DQTR 113 (Summer), 20-23. DQTR 114 (Autumn), 13-16. DQTR 115 (Winter), 15-18.

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Is all well at Stratford? DQTR 115 (Winter), 13.

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Kareda, Urjo. Canada's new playwrights have found a home at home. NYT 2 (November 24), 7.

Kerr, Walter. Lately, the playhouse is the thing. NYT 2 (June 16), 1, 3.

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Kilker, James A. and Marie J. The Druon affair: a documentary. ETJ 3, 365-76.

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Loney, Glenn M. Classics in a Chinatown loft/The Shade Company. TC 2 (March/April), 14, 42-43.

________. Drama in a supermarket basement/The Roundabout Theatre. TC 2 (March/April), 12, 37-39.

________. Over a second avenue shop/The Negro Ensemble Company. TC 2 (March/April), 10-11, 29-30.

________. Off off broadway on broadway/Circle Repertory Theatre Company. TC 2 (March/April), 8, 36-37.

________. The New Phoenix Repertory Company on fire. TC 6 (November/December), 12-17, 29-32, 45-46.

________. The mother of them all/La Mama etc. TC 2 (March/April), 20, 43-47.

________. Gilbert & Sullivan in a church basement/Light opera of Manhattan. TC 2 (March/April), 18, 33-35.

________. From the attic of BAM/Chelsea Theatre Center. TC 2 (March/April), 16, 39-41.

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Lucas, Walter. Ivor Brown and Drama. DQTR 113 (Summer), 16-18.

Marcus, Frank. Enter the dramaturg. PP 12 (September), 12-13.

Major, Leon. The St. Lawrence Center: Leon Major replies. PAC 2 (Summer), 14-16.

Managers Conference. IODN (August), 1.

Miles, Bernard. Jottings from Puddle Dock. T74, 13-24.

Mills, John A. The modesty of nature: Charles Fechter's Hamlet. TS 1 (May), 59-78.

MacKay, Patricia. A rare breed of theatre in the golden west. TC 1 (January/February), 13-17, 34-37.

________. Another turn of the Broadway screw. TC 2 (March/April), 7, 24-29.

________. Radio City Music Hall. TC 5 (October), 6-13, 28-32.

McDermott, Douglas. Touring patterns on California's theatrical frontier, 1849-1859. TS 1 (May), 18-28.

Morely-Priestman, Anne. Community theatre. DQTR 15 (Winter), 19-20.

Moss, Arnold. The guest artist program at American colleges and universities. ETJ 2, 231-41.

Moyer, Phoebe. How to start your own mime troupe. DRAM 6 (March), 12-15.

Nelson, Alfred L. and Cross, Gilbert B. Aut Caesar aut Nullus: Edmund Kean's articles of agreement, 1825. NITR 2 (Autumn), 63-73.

New groups make plans. IODN (July), 1-2.

New Jersey Bicentennial Celebration Commission. IODN (September-October), 2.

North, Mary. Opinion forum: to pay or not to pay. PAC 4 (Winter), 34.

________. Opinion forum: should culture become multi. PAC 1 (Spring), 29-30.

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Polsky, Milton. Allan Albert talks about improvisation. DRAM 7 (April), 16-19, 29.

Portman, Jamie. Calgary expands its theatre horizons. PAC 1 (Spring), 25-27.

Ramona. IODN (February), 1.

Rich, J. Dennis and Seligman, Kevin L. The New Theatre of Chicago, 1906-1907. ETJ 1, 53-68.

Romero, George. Scaring people to death on a shoestring. WRID 7 (July), 24-26.

Rosenfeld, Sybil. Some experiments of Beerbohm Tree. NITR 2 (Autumn), 75-83.

Rough and Ready. IODN (April), 2.

Ruff, Loren K. Joseph Harper and Boston's Board Alley Theatre, 1792-1793. ETJ 1, 45-51.

Saxon, Ernestyne. Thank God the chickens go to roost. DRAM 5 (February), 20-21.

Saxon, A. H. The tyranny of charity: Andrew Ducrow in the Provinces. NITR 2 (Autumn 1973), 95-105.

Shafer, Yvonne B. American Shakespeare Theatre. PP 5 (Summer), 108-13.

Shepherd of the Hills, The. IODN (June), 1.

Shorter, Eric. Quite a nice run. DQTR 112 (Spring), 51-53.

Smoky Mountain Passion Play. IODN (February), 2.

Southeastern Shakespeare Company. IODN (December), 1.

Stephen Foster Story, The. IODN (January), 2.

Sword of Peace, The. IODN (March), 1. IODN (May), 2. IODN (June), 1. IODN (July), 2.

Trails West. IODN (September-October), 1.

Trewin, Ion. Big business—or show business. T74, 25-37.

——— Send out a search party. PP 7 (April), 12-13.

Trewin, J. C. A man of his word. DQTR 113 (Summer), 13-16.

Trumpet in the Land. IODN (February), 2. IODN (June), 1.

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Tenth Anniversary Conference features John Houseman. IODN (February), 1.

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Thomas, Dorothy. The high cost of a cultural white elephant. PAC 1 (Spring), 22-24.

Unto These Hills. IODN (March), 1. IODN (April), 2. IODN (August), 2.

Walk Toward the Sunset. IODN (April), 2.

Welsh, Williard. The Hilberry Theatre. PM 3-4 (Spring), 54-57.

Willig, Nancy Tobin. Artpark: a new state park for the arts. NYT 2 (August 4), 1, 19.

Wilderness Road. IODN (July), 2.

Wings of the Morning. IODN (June), 1-2.

Wong, Norma. To be—in Hawaii. DRAM 6 (March), 10-11.

Woolgar, Mark. Thoughts after Pammenter. DQTR 113 (Summer), 24-25.

Wright, Robert. Community theatre in late medieval East Anglia. TN 1, 24-39.

Wyman, Max. Take a little theatre with your lunch. PAC 4 (Winter), 20-21.

Young, B. A. Window dressing. PP 6 (March), 12-13.

——— The West End: 1973-4. T74, 33-48.

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Alberts, David. Mime: art and artist. DRAM 1 (September/October), 30-31.

Addington, David W. Varieties of audience research: some prospects for the future. ETJ 4, 482-87.

Adland, David. The mask of drama. YD 1, 3-12.

Barker, Clive. The dilemma of the professional in university drama. TQ 16 (November-January 1975), 55-78.

Barker, Marjorie. Learning, language and drama in the infants' school. CDR 6 (Autumn), 13-15.

Behm, Tom. Creative dramatics survey. CTR 3, 1-2.

Bellew, Leighton N. The ATA production lists project survey, 1972-73. ETJ 3, 377-86.

Breitenbach, N. Some thoughts on dramatic expression for the under ten year olds. CDR 6 (Autumn), 4-6.

Broadman, Muriel. Children's theatre in New York: the off-broadway scene. CTR 2, 5-6.

Byron, Ken. Drama—subject or method? YD 1, 29-33, 43.

Carpenter, Charles A. Modern drama studies: an annual bibliography. MD 1 (March), 67-120.

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Cornelison, Gayle L. Drama/theatre framework for California schools is published. CTR 3, 7.

Day, Christopher. Town meets country. YD 3, 109-11.

Dinges, Susan S. Teens on tour. CTR 1, 8-9.

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Edinborough, Arnold. White-face, the new hope for young actors and young audiences? PAC 3 (Fall), 48-49.

Eduardo, Leigh. The Vic voluntaries. YD 3, 118-20.

Eyre, Pat and Merrifield, Jeff. Startlers. YD 1, 17-19; YD 2, 67-68; YD 3, 112-13.

Fuegi, John. Toward a theory of dramatic literature for a technological age. ETJ 4, 433-40.

Fulmer, Raymond E., Jr: Alice: an experiment in creative ensemble technique. DRAM 1 (September/October), 37-38.

Gagliano, Frank. Children's theatre today—all it needs now is first-rate literature. CTR 2, 6-12.

Goodridge, Janet. Paul Baker. YD 2, 54-63.

Grimsted, David. An idea of theatre history: an informal plea. ETJ 4, 425-32.

Hayman, Ronald. Comments. YD 1, 39-42, YD 2, 84-86, YD 3, 128-30.

Hill, Philip G. Evaluating the performance: a guest critic program. SOT 4 (Summer-Fall), 16-18.

Hirvela, David P. Beginning acting and the non-major. PM 1-2 (Fall-Winter 1975), 34-37.

Hobbs, Gary. Participatory children's plays. DRAM 7 (April), 11-12.

Johnson, Albert E. Doctoral projects in progress in theatre arts, 1974. ETJ 2, 242-48.

Kartak, Thomas C. Nashville children's theatre experience. CTR 1, 5-6.

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Kelly, Frank. Creative and dramatic play. YD 1, 13-16.

———. Improvisation. YD 3, 114-17.

———. The secondary school child. YD 2, 69-73.

Kelly, Genevieve. The drama of student life in the German renaissance. ETJ 3, 291-307.

Kilker, M. J. Children's theatre in France. CTR 4, 14-15.

Kiralyfalui, Bela. Lukacs: a marxist theory of the aesthetic effect. ETJ 4, 506-11.

Kohl, Helen. Clowns. PAC 4 (Winter), 27-30.

Koste, Virginia. The crossing: dramatic education. CTR 3, 10-13.

Lasky, Michael and Kramer, Roslyn. Gaining the trust of a child. WRID 3 (March), 12-13.

Lloyd-Evans, Geraint. Drama and the instant present. YD 3, 121-23.

———. Crossroads for drama. YD 2, 78-80.

Louenburg, Linda. A use for social drama. CDR 6 (Autumn), 19-22.

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Malkin, Michael R. Characterization. DRAM 1 (September/October), 24-26.

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———. An interview with Judith Martin of the Paper Bag Players. CTR 1, 1-3.

———. An interview with Marjorie Sigley, artistic director of the Young People's Theatre of City Center. CTR 4, 10-13.

Reiss, Chris. Classroom role-playing and the gypsy child. CDR 6 (Autumn), 25-29.

Richards, Michael. UK University drama: facts, figures, and facilities. TQ 15 (August-October), 55-63.

Rockwood, Jerome. Can colleges teach theatre? SOT 2 (Winter), 37-40.

Rowe, David. Dramaturgy—or turgid? YD 3, 104-7.

Samar, Devi Lai. Traditional Indian puppetry. SAN 30 (October-December, 1975), 38-44.

Schmitt, Natalie Crohn. Academic theatre: a response to the annual survey of college productions. ETJ 3, 387-88.

Seeley, John. The assessment of drama and CSE. YD 3, 91-103.

———. Recording the drama lesson. SD 3 (Autumn), 18-23.

Selb, David. School is an uncertain place. YD 2, 64-66.

Sharpham, John R. Creative drama at Illinois State University. CDR 6 (Autumn), 16-18.

Soucek, Carol. Festival fills campus, hearts of children. CTR 1, 4.

Spalding, Peter. Drama—subject *and* method. YD 2, 71-77.

Spalding, Sharon Brown. Teaching high school theatre with behavioral objectives: the Skyline Career Development Center. ST 4 (November), 348-50.

State University of New York at Albany Children's Theatre performs in Moscow, U.S.S.R. CTR 2, 4-5.

Steele, Mike. On the road with children's theatre. CTR 1, 12-13.

Swaminathan, Mina. Creative drama for young adults. CDR 6 (Autumn), 7-12.

Szperl, Wojciech. Jasinski and the Teatre STU. TP 191 (July), 24-27.

Withey, Joseph A. An annotated bibliography of the theatre of Southeast Asia to 1971. ETJ 2, 209-20.

Wittig, Susan. Toward a semiotic theory of the drama. ETJ 4, 441-54.

Woods, Alan. John McDowell. TST 20 (1973-1974), 5-8.

Young, William C. Scholarly works in progress. ETJ 3, 389-91.

Also see: 27835, 27845, 27987, 27991, 28835, 28849, 28861, 28869, 28871, 28873, 28878, 28888, 28924, 28938, 28941, 28956, 28965, 28987, 29000, 29003, 29019, 29022, 29033, 29046, 29053, 29071, 29082, 29095, 29098, 29106, 29117, 29131, 29175, 29179, 29196, 29201, 29206.

III. ACTING

Albert, Allan. Notes on the proposition. YT 2 (Spring), 90-92.

Alberts, David. Mime: art and artist. DRAM 2 (November December), 29-30.

Alvarez, A. Scenes from an actress' life. NYTM, 13.

Anderson, Michael. Peter O'Toole in interview. PP 5 (February), 14-17.

Ansorge, Peter. Out of the ashes. PP 6 (March), 22-24.

———— and Coveney, Michael. National service: the new recruits. PP 8 (May), 13-17.

Bahs, Clarence W. and Miller, Keith A. Director expectancy and actor effectiveness. ERT (Summer), 60-73.

Barthel, Joan. A 'cat' in search of total approval. NYT 2 (September 22), 1, 3.

———— What makes Jim Dale run and jump and skid and dance? NYT 2 (June 30), 3.

Chang, Donald, Mitchell, John D. and Yeu, Roger. How the Chinese actor trains. ETJ 2, 183-91.

Chase, Chris. Colleen has Broadway moon-struck. NYT 2 (February 17), 1,3.

———— How's a girl get to be a Goddess? NYT 2 (February 3), 1, 15.

———— Tandy and Cronyn are wed to the theatre, too. NYT 2 (March 24), 1, 3.

Coleman, Janet. Variations on a theme. YT 2 (Spring), 10-25.

Comer, James B. Where's Marcus Welby when you really need him? NYT 2 (January 6), 3.

Coveney, Michael. Dance little lady: Ana Stubbs and Marti Webb in interview. PP 11 (August), 24-26.

———— Danny LaRue in interview. PP 4 (January), 24-27.

———— Diana Dors and Peggy Mount in interview. PP 10 (July), 14-17.

———— Doing what comes naturally. PP 9 (June), 20-23.

———— Harrison Rex: a transatlantic reign. PP 6 (March), 14-17.

———— Palladium Nights. PP 12 (September), 38.

Czanerle, Maria. Pen-portrait of an actor: Jan Swiderski. TP 191 (July), 7-9.

Elsom, John. Beating the ritual drum. PP 8 (May), 10-12.

Flatley, Guy. From baseball hero to hustler, Michael's a hit. NYT 2 (January 27), 1, 9.

Ford, John. Remember the people show. PP 8 (May), 20-21.

Frith, Nigel. Use all gently—for God's sake. T74, 89-98.

Gelb, Barbara. Jason Jamie Robards Tyrone. NYTM (January 20), 14, 64-68, 72-74.

Gielgud's Shakespeare, 1929-74. PP 12 (September), 14-15.

Gilbert, W. Stephen. National service. PP 7 (April), 19-21.

Glackin, William C. In San Francisco, the ensemble's the thing. NYT 2 (July 7), 1, 5.

Gordon, Mel. Meyerhold's biomechanics. TDR 3, 73-88.

Gorelik, Mordecai. On Brechtian acting. QJS 3 (October), 265-78.

Gow, Gordon. Ian McKellan in interview. PP 12 (October), 15-17.

———— Feeling famous: the current biographical vogue. PP 12 (September), 16-20.

———— Vive la difference! Geraldine McEwan and Elizabeth Spriggs in interview. PP 6 (March), 18-21.

Gruen, John. "Equus" makes a star of Firth. NYT 2 (October 27), 1, 5.

Harbin, Billy. John Hodgkinson in the English provinces, 1765-92. TN 3, 106-16.

Hecht, Werner and the Buna Chemical Workers. The workers talk to the Berliner ensemble: theatre and the art of living. TQ 13 (February-April), 39-54.

Holbrook, Anthony and Howard, Patricia Cliff. Manipulation and measurement of vocal frequency of student actors. ERT (Summer), 21-34.

Hurst, Gregory S. Space exploration at Valley Studio. DRAM 7 (April), 26-28.

Joyce, Roberta. Hollywood in wax. PERF 6, 6-8.

Kerr, Walter. A 'Richard' etched in steel and just as cold. NYT 2 (January 20), 1, 4.

———. "Holiday"—Were we so young? NYT 2 (January 6), 1, 3.

———. It's a rich play, richly performed: Moon for the Misbegotten. NYT 2 (January 13), 1, 4.

———. The performance is perfect: Fonda as Darrow. NYT 2 (April 7), 1.

———. The treatre means transformation. NYT 2 (June 9), 1, 6.

Landesman, Rocco. A conversation with David Shepherd. YT 2 (Spring), 56-65.

———. Interview: Theodore J. Flicker. YT 2 (Spring), 66-81.

Langosch, Sydney. Acting is—acting isn't. DRAM 4 (January), 20-21.

Lasselle, Michael. Improvising Aeschylus. YT 2 (Spring), 120-27.

Law, Alma. Meyerhold speaks: observation on acting and directing. TDR 3, 108-12.

Leabhart, Thomas. An interview with Decroux. MIM 1, 26-37.

Lloyd Evans, Gareth. Judi Dench talks. SS 137-42.

London Theatre Critics Awards. PP 4 (January), 14-23.

Lust, Annette. Etienne Decroux: father of modern mime. MIM 2, 14-25.

Malkin, Michael R. Characterization. DRAM 1 (October 1973), 24-26.

———. Facing a character. DRAM 8 (May), 24-26.

Mazzone-Clementi, Carle. Commedia and the actor. TDR 1 (March), 59-64.

Meltzer, Paul. The many faces of Paul Gaulin. PAC 1 (Spring), 47-49.

Meredith, Burgess. A Marchbanks fondly recalls his Candida. NYT 2 (June 19), 3.

Nedungaid, T. M. B. The divine actor. SAN 29 (July-September 1973), 53-56.

Noell, Mae. Some memories of a medicine show performer. TQ 14 (May-July), 25-32.

Olf, Julian M. The actor and the magician. TDR 1 (March), 53-58.

———. The man/marionette debate in modern theatre. ETJ 4, 488-94.

Polsky, Milton. Alan Albert talks about improvisation. DRAM 7 (April), 16-19.

———. Twists and turns. DRAM 4 (January), 16-17.

Posner, Stephen. Mime: silence speaks at Hillcrest High School. ST 4 (November), 346-47.

Powers, Edward Carroll. Tommaso Salvini: an American devotee's view. TS 2 (November), 130-42.

Rolfe, Bari. Mime in America. MIM 2, 2-12.

Saraceni, Gene Adam. Herne and the single tax: an early plea for an actor's union. ETJ 3, 315-25.

Shaw, John. Mary Anderson's Stratford production of "As You Like It". TAN, 40-58.

Shorter, Eric. Grand dames and grand guignol. DQTR 113 (Summer), 26-30.

Sills, Paul and Davis, R. G. A dialogue. YT 2 (Spring), 26-55.

Staub, August W. Moving. DRAM 6 (March), 22-24.

———. and de Metz, Kay. Movement: more and merrier. DRAM 2 (November/December), 32-34.

———. Moving . . . the first steps. DRAM 8 (May), 27-29.

———. Moving—some more first steps. DRAM 1 (September/October), 27-29.

Stokes, Sewell. That burning question. T74, 216-26.

Swift, Clive. A Proteus at the Beeb: acting with BBC radio rep. TQ 13 (February-April), 5-14.

URTA Auditions. IODN (December), 1.

Walker, Gerald. The flowering of Vincent Gardenia. NYT 2 (December 8), 5.

Warner, Frank L. Recorded original performances from the American theatre prior to 1943. ETJ 1, 101-7.

Wesley, David C. Playing the minor role. DRAM 8 (May), 30-32.

Wilson, John S. Bei him they're still schon. NYT 2 (April 28), 1, 3.

Wilson, M. Glen. Charles Kean: tragedian in transition. QJS 1, 44-57.

Winter, Marion Hannah. The Prices—an Anglo continental theatrical dynasty. TN 3, 117-23.

Wysinska, Elzbieta. Around the press. TP 185 (January), 29-31.

Yasuji, Honda. Yamabushi Kagura and bangaku: performance in the Japanese middle ages and contemporary folk performance. ETJ 2, 192-208.

Also see: 27988, 27997, 28006, 28009, 28835, 28836, 28837, 28852, 28885, 28897, 28904, 28936, 28943, 28946, 28970, 29004, 29010, 29013, 29044, 29052, 29057, 29058, 29059, 29060, 29065, 29069, 29070, 29076, 29081, 29089, 29100, 29104, 29122, 29140, 29144, 29149, 29157, 29172, 29209, 29214.

IV. DIRECTING

Ansorge, Peter. The wizards of oz. PP 9 (June), 14-19.

Argelander, Ronald. Charles Ludlam's Ridiculous Theatrical Co. TDR 2 (June), 81-86.

__________. Photo-documentation. TDR 3 (September), 51-58.

Bahs, Clarence W. and Miller, Keith A. Director expectancy and actor effectiveness. ERT (Summer), 60-73.

Blumenthal, Eileen. The presence of the character: the Robert Montgomery/Joseph Chaikin 'Electra'. YT 1 (Fall), 98-108.

Borowski, Wieslaw. Tadeusz Kantor's production of 'Lovlies and Dowdies' at the Cricot 2 theatre in Cracow. TP 185 (January), 8-11.

Bosniak, Sloane and Hans-Gert, Pfafferodt. Buchner's 'Leonce and Lena' at the Arena Stage, Washington. TQ 16 (November-January), 70-90.

Bryden, Ronald. Burrowing out Shakespeare's subtext in 'The Shrew'. NYT 2 (July 21), 3.

Chaiken, Joseph. Closing the Open Theater. TQ 16 (November-January), 36-42.

Chubb, Keneth. Fruitful difficulties of directing Shepard. TQ 15 (August-October), 17-25.

Chynowski, Pawel and Kelera, Jozef. I arrive tomorrow by Henryk Tomaszewski at the Wroclaw Pantomime Theatre. TP 10 (October), 21-30.

Cohn, Ruby. Seeds of Atreus on modern ground. ETJ 2, 221-30.

Cook, Judith. King John Barton. PP 9 (June), 24-27.

Coveney, Michael. Sons and mothers. PP 5 (February), 20-23

Davy, Kate. Foreman's PAIN(T) and vertical mobility. TDR 2 (June), 26-37.

Donohue, Walter. Genet's 'The Screens' at Bristol. TQ 13 (February-April), 74-90.

Eddy, Bill. 4 directors on criticism. TDR 3 (September), 24-33.

__________. The Trojan Women at LaMama. TDR 4 (December), 112-13.

Fik, Marta. Pen-portrait of a director: Jerzy Jarocki. TP 192 (August), [illegible]

Flatley, Guy. He won't kick [illegible] bad habits. NYT 2 (March 10), 1.

France, Richard. The 'voodoo' Macbeth of Orson Welles. YT 3 (Summer), 66-78.

Fulmer, Raymond E. Alice: an experiment in creative ensemble techniques. DRAM 1 (September/October), 37-38.

Hall, Peter. Directing Pinter. TQ 16 (November-January 1975), 4-17.

Higgins, Ruth E. Goodman Theatre. PM 1-2 (Fall/Winter 1975), 4-9.

Hiley, Jim. Dial 'M' for Mersey. PP 9 (June), 12-13.

Hudson, Roger. Followthrough. TQ 15 (August-October), 97-98.

Jackson, Allan S. The Max Reinhardt Archive, Binghampton, New York. TST 20 (1973-74), 50-56.

Kelera, Jozef. Grotowski in Free Indirect Speech (a recording recounted). TP 10 (October), 9-20.

Kirby, Michael. Criticism: four faults. TDR 3 (September), 59-68.

__________. Electra. TDR 3 (September), 127.

Kirby, Victoria Nes. The creation and development of People Show #52. TDR 2 (June), 48-66.

Klossowicz, Jan. Swinarski, commentator of Romanticism. TP 196 (December), 5-6.

Law, Alma. Meyerhold speaks: observations on acting and directing. TDR 3 (September), 108-12.

__________. Meyerhold's Woe to Wit (1928). TDR 3 (September), 74-107.

Lester, Elenore. The holy foolery of Charles Ludlam. NYT 2 (July 14), 1.

Marker, Lise-Lone and Marker, Frederick J. William Bloch and naturalism in the Scandanavian theatre. TS 2 (November), 85-104.

Morawiec, Elzbieta. 'Dante' based on 'The Divine Comedy' at the Teatre Studio of Warsaw. TP 11 (November), 10-18.

Morrison, Hugh. Berlin's democratic theatre and its 'Peer Gynt'. TQ 13 (February-April), 15-38.

Mullin, Michael. Augures and understood relations: Theodore Kommissarjevsky's Macbeth. ETJ 1, 20-30.

Novick, Julius. When total environment 'is the best part of the evening'. NYT 2 (August 11), 3.

Oliver, William I. Him—a director's note. ETJ 3, 327-41.

Pilikian, Hovhanness I. The swollen-footed tyrant. DQTR 113 (Summer), 31.

Pointer, Michael. The faces of Sherlock Holmes. PP 5 (February), 48-49.

Robertson, Tony. Liberating Shakespeare. DQTR 112 (Spring), 65-68.

Schwartz, Paula. The flexible director. DRAM 7 (April), 24-25.

Shepard, Sam. Metaphors, mad dogs, and old time cowboys. TQ 15 (August-October), 3-16.

Shorter, Eric. Grand dames and grand guignol. DQTR 113 (Summer), 26-30.

__________. Timon of Paris. DQTR 115 (Winter), 21-27.

Stein, Jurgen. Erwin Piscator Checklist. ICAR 2 (Spring-Summer), 95-120.

Sullivan, Patrick J. Strumpet Wind—the National Theatre's Merchant of Venice. ETJ 1, 31-44.

Szczepanski, Jan Alfred. A monograph on Brecht. TP 10 (October), 35-38.

Viswanathan, S. Notes and comments: the seating of Andrea's ghost and revenge in The Spanish Tragedy. TS 2 (November), 171-76.

Wearing, J. P. John Neville in Canada. DQTR 113 (Summer), 37-38.

Wesker, Arnold. The playwright as director. PP 5 (February), 10-12.

Whitney, Helen. Max Reinhardt: one of the first directors and one of the greats. NYT 2 (June 2), 3.

Willett, John. Piscator and Brecht: closeness through distance. ICAR 2 (Spring-Summer), 79-94.

Wright, Edgar F. As I liked it. ETJ 1, 99-100.

Also see: 28002, 28832, 28844, 28847, 28859, 28866, 28886, 28900, 28901, 28906, 28909, 28917, 28918, 28922, 28927, 28928, 28931, 28932, 28935, 28937, 28942, 28944, 28945, 28948, 28949, 28953, 28955, 28959, 28960, 28969, 28971, 28980, 28983, 28988, 28994, 28995, 28998, 28999, 29001, 29005, 29009, 29011, 29014, 29017, 29027, 29028, 29093, 29099, 29109, 29110, 29112, 29114, 29120, 29124, 29132, 29137, 29139, 29142, 29145, 29151, 29159, 29161, 29165, 29169, 29173, 29176, 29177, 29182, 29187, 29188, 29192, 29195, 29198, 29203, 29207, 29210, 29212.

V. DESIGN AND TECHNOLOGY

Actor's Theatre, Louisville, Kentucky. The TDT 37 (May), 12-13.

Aldous, Tony. Three theatres in ORC. T74, 65-73.

Anderson, Bob. Peter Harris—TM 1. TABS 1 (April), 5-9.

Awasthi, Suresh. The scenography of the traditional theatre of India. TDR 4 (December), 36-46.

Baldwin, Chris. Scala Barcelona. TABS 2 (Autumn), 17.

Balicki, Stenislaw. A Dionysus from the Tatra foot hills: Andrzej Stopka (1904-73). TP 187 (March), 7-9.

Barlas, Chris. The twittering machine. TQ (August-October), 94-96.

Belsey, Catherine. The stage plan of the Castle of Perserverance. TN 3, 124-32.

Benson, Alan W. Intercommunications in theatre. DRAM 7 (April), 38-41. DRAM 6 (March), 26-28.

Black, George. From college stage to Kennedy Center. TC 3 (May-June), 14-17, 48.

Blood Wedding at UC San Diego. TC 6 (November-December), 2, 46-47.

Briitsh theatre season at BAM. TC 2 (March-April), 2.

Brokaw, John W. An inventory of gas lighting equipment in the Theatre Royal, Hull, 1877. TS 1 (May), 29-37.

Buchman, Herman. Creating the illusions of age. DRAM 1 (September/October), 12-19.

Burgess, John. Roger Planchon's 'The Black Pig' at Villeurbanne. TQ 14 (July-May), 56-86.

Challener, Robert. Rear projection of scenery using overhead projections. DRAM 1 (September/October), 40-42.

Children's Theatre Company/Minneapolis, The. TC 4 (September), 10, 27-28.

Coveney, Michael. How to make light work: Nick Chelton and Mich Hughes in interview. PP 2 (December), 14-17.

DaSilva, Frank. Lighting design for puppet theatre. TABS 2 (Autumn), 3-4.

Dawe, Ray. Lighting on the move. TABS 2 (Autumn), 8-9.

Dires, Michael. Theatre of the universe. TABS 2 (Autumn), 18-20.

Edinborough, Arnold. After five years, the National Arts Center has finally made it. PAC 2 (Summer), 21-24.

Edwin, J. Thomas Hall/Akron. TC 4 (September), 14, 32.

Fisher, Jules. Shadows in the light. TC 1 (January/February), 19-31.

Fuller, Frank, Jr. Richmond's Marshall Theatre: a brief summary of its history. SOT 4 (Summer/Fall), 29-32.

Hannah Playhouse, The. TABS 2 (Autumn), 21.

He Who Gets Slapped. TC 5 (October), 2.

Jaffe, Christopher. Design considerations for a demountable concert enclosure (symphonic shell). TDT 26 (February), 17-26.

Joseph E. Levine Theatre/New York. TC 4 (September), 22, 48-52.

Kerr, Walter. A Richard etched in steel and just as cold. NYT 2 (January 20), 1, 4.

__________ 'Holiday'—Were we so young? NYT 2 (January 6), 1, 3.

__________ It's a rich play, richly performed: Moon for the Misbegotten. NYT 2 (January 13), 1, 4.

Kirby, E. T. Masks with movable jaws for Ubu Roi. TC 3 (May-June), 10-12.

Kohl, Helen. Getting your head together for the stage. PAC 4 (Winter), 40-41.

Lager, Louis A. Tools you need when you have none. DRAM 4 (January), 33-35.

————. and Wagner, Joe. This projector makes scene painting easy. DRAM 5 (December), 26.

Lee, Brian and Hamor. Pierre Patte, late 18th century lighting innovator. TS 2 (November), 177-83.

Legge, Brian. Adam Smith Centre. TABS 1 (April), 10.

Levy, Mickey. Mummenschanz masking. TC 6 (November-December), 18-21, 34-35.

Lines, Harry. Creating theatre in a glorified gymnasium. DRAM 7 (April), 20-21.

Loney, Glenn M. American Place Theatre/New York. TC 4 (September), 20, 44-47.

————. The Juillard Theatre Complex/New York. TC 4 (September), 18, 47-48.

————. New London Theatre: a West End answer to the Uris and the Minskoff? TDT 37 (May), 7-11.

————. Stage blood and desert sand. TC 3 (May-June), 20-23, 44-47.

Lorenzen. The Playhouses of Tottenham street, 1772-1969. TST 20 (1973-1974), 37-49.

MacKay, Patricia. Costumes by Carrie Robbins. TC 1 (January-February), 6-11, 38-40.

————. Mack and Mabel. TC 6 (November-December), 6-11, 26-28.

————. Theatre architecture in the seventies. TC 4 (September), 7, 30-31.

————. Trinity Square's Lederer theatre/Providence. TC 4 (September), 12, 41-44.

Markus, Tom and Hale, David. "Theatre Three" Temple University. TDT 37 (May), 19-21.

Maxa, Miloslav. Reconstruction of the Smetana Theatre: Prague. TDT 37 (May), 23-28.

Miesle, F. Lee. Schreiber's Kinder Theatre. TST 20 (1973-1974), 24-36.

The Minskoff Theatre/New York. TC 4 (September), 24, 26, 52.

Montilla, Robert. The building of the Lafayette Theatre. TS 2 (November), 105-29.

Ornbo, Robert. Opening light in Sydney. TABS 1 (April), 11-14.

Otto, Fred B. and Cyrus, Edgar A. An inexpensive multiscrene preset system for Edkotron dimmers. TC 3 (May/June), 18, 46.

Over Here! TC 3 (May/June), 6-9.

Pilbrow, Richard. Travels of a lighting designer. TABS 2 (Autumn), 10-16.

Polansky, Jonell and Slutske, Robert A. Synthesized systems for the performing arts. TDT 36 (February), 11-15.

Polsky, Milton. Say it with shadows. DRAM 8 (May), 18-21.

Powell, Arnold. The Birmingham-Southern College Theatre after five years. TDT 36 (February), 7-8.

Reid, Francis. Getting organized. TABS 2 (Autumn), 5-6.

————. The first 10 spots. TABS 1 (April), 20-21.

————. The memory revolution. TABS 1 (April), 17-18.

Rose, Philip and Levy, Charles. Thanks for the memory. TC 5 (October), 24-27, 39-43.

Russell, Wallace. Lighting memory systems. PAC 2 (Summer), 46.

Seeman, Bettie and Lit, Mildred. A toybox Comedy of Errors. TC 5 (October), 16-17, 34-37.

Seligman, Kevin L. Shakespeare's use of Elizabethan dress as a comedic device in 'The Taming of the Shrew'. QJS 1, 39-44.

Sievert, Cathy. The Power Center/Anne Arbor. TC 4 (September), 16, 37-42.

Signorelli, Phil. Designing animal faces for people. TC 5 (October), 14, 37-39.

Sprague, Arthur Colby. Monsieur Marcade. TN 3, 102-5.

Sprinchorn, Evert and Gesek, Thaddeus. The Hallie Flanagan Davis Powerhouse Theater at Vassar College. TDT 37 (May), 15-18, 37.

Stave, Holger. Constructing a variable effects projector. TC 3 (May-June), 19.

Steiner, Jill. A trip to San Francisco Opera's scene shop. PERF 8 (August), 21-22.

Stell, W. Joseph. Control for projections in the theatre. SOT 4 (Summer-Fall), 20-28.

Sultan, Jeffrey. Spiral stair design and construction. TC 6 (November-December), 22-23, 44.

SUNY Theatre "D"/Purchase. TC 4 (September), 11, 31, 55-56.

Tawil, M. N. and Cramer, Mert. Memory assisted lighting control systems. TC 6 (November-December), 24-25, 35-44.

Tees, Arthur. Photographing the stage production. ST 1 (January), 66-68.

UMass Fine Arts Center/Amherst. TC 4 (September), 9, 28-30.

Uris Theatre/New York, The. TC 4 (September), 23, 34-36.

Varadpande, M. L. Nagarjunkonda Amphitheatre. SAN 30 (October-December 1973), 26-37.

Walne, Graham. Smile please and cue one go. TABS 1 (April), 4.

Watson, Leonard C. Techniques of set photography. TDT 36 (February), 27-29.

Wehlburg, Albert F. C. It is better upside down. PM 3-4 (April-May), 60.

Weslevan Center for the Arts Middletown. TC 4 (September), 8, 32-34.

Williams, Henry B. Shinto-sponsored theatre, the Farmers' Kabuki. ETJ 2, 175-82.

Wilson, M. Glen. The Wife's Secret: history of a Victorian play. TST 20 (1973-1974), 9-23.

Wyman, Max. Cost low, quality high in East Vancouver. PAC 1 (Spring), 28.

Young, Douglas M. The Springer Opera House: Columbus, Ga. SOT 2 (Winter), 8-10.

Also see: 28840, 28841, 28851, 28853, 28867, 28887, 28894, 28896, 28910, 28915, 28921, 28947, 28950, 28952, 28954, 28963, 28966, 28972, 28976, 28977, 28979, 28981, 28985, 28990, 28991, 28992, 29006, 29012, 29016, 29018, 29039, 29042, 29043, 29045, 29050, 29056, 29063, 29067, 29077, 29087, 29093, 29102, 29103, 29111, 29115, 29119, 29125, 29126, 29130, 29131, 29133, 29134, 29135, 29136, 29146, 29150, 29152, 29166, 29168, 29170, 29183, 29184, 29186, 29193, 29197, 29200, 29202, 29204, 29211, 29213.

VI. PLAYWRITING

Ansorge, Peter. Children at the Mermaid. PP 8 (May), 22-23.

_________. Current Concerns. PP 10 (July), 18-22.

_________. Peter Terson and Michael Croft in interview. PP 12 (September), 24-25.

_________. The wickedest man in the world: Snoo Wilson on The Beast. PP 2 (December), 36-38.

_________. Gorky today and yesterday: Jeremy Brooks in interview. PP 12 (October), 12-14.

Argetsinger, Gerald. Dunlap's Andre: the beginning of American tragedy. PM 3-4 (February-March, April-May) 62-64.

Bailey, Paul. A Worthy Guest: playtext. PP 10 (July), 55-65.

Barlas, Chris. John Fletcher's Wandering In Eden: A first radio play for stereo. TQ 15 (August-October), 64-92.

Bayer, William. Filmwriting. WRID 2 (February), 44-45.

Bewitched, The: an introduction. PP 8 (May), 18-19.

Binns, Amanda. Popular theater and olitics in the French Revolution. TQ 16 (November-January), 18-35.

Bolt, Carol. Maurice: playtext. PAC 4 (Winter), 32-51.

Bradby, David. Theatre checklist No. 1: Arthur Adamov. TFAC 1 (February), 3-14.

Brown, James Oliver. How to get an agent. WRI 10 (October), 17-19.

Bryden, Ronald. In London, John Gielgud plays a suicidal William Shakespeare. NYT 2 (August 25), 2.

_________. Playwright Peter Nichols: the comic laureate of bad taste. NYT 2 (November 10), 5.

Bulgakov, Mikhail A. Ivan Vasilievich: playtext. MID 2 (Spring), 49-83.

Burghardt, Lorraine Hall. Game Playing in Three by Pinter. MOD 4 (December), 377-88.

Bush, Stephen. Once a Giant, a play for young and not-so-young people. PAC 2 (Summer), 47-50.

Campbell, Ken. The Great Caper: playtext. PP 12 (October), 51-58. PP 2 (November), 44-50.

Caroll, Dennis. Kumu Kahua: an approach to alternative theatre in Hawaii. PM 1-2 (Fall-Winter), 36-46.

Clopper, Lawrence M. Mankind and its audience. COMD 4 (Winter 1974-75), 347-55.

Cole, Charles W. and Franco, Carol I. Critical reaction to Tennessee Williams in the mid-1960's. PM 1-2 (Fall-Winter), 18-23.

Cone, Thomas. Veils: playtext. PAC 1 (Spring), 40-46.

Coveney, Michael. Ken Campbell and Ion Alexis Will in interivew. PP 2 (November), 12-16.

_________. Taking Off: London's newest sexual musical. PP 12 (September), 21-25.

Crawford, Jerry. The Auction Tomorrow: playtext. SOT 3 (Spring), 3-15. SOT 4 (Summer-Fall), 3-4.

Daws, Peter. Coming again, like Parkin. DQTR 115 (Winter), 28-32.

Dennis, Ellen D. I'm Nobody, a one-act play. DRAM 8, 8-16.

Donohue, Walter. American graffiti: the world of Sam Shepard. PP 7 (April), 14-18.

Dukore, Bernard J. The Pinter collection. ETJ 1, 81-85.

Ehrmann, Hans. Neruda's Only Play: playtext. MID 1 (Fall), 5-10.

Elson, John. The liberal revival. PP 3 (December), 8-9.

Elvgren, Gillete A. Jr. Documentary theatre at Stoke-on-Trent. ETJ 1, 86-98.

Esslin, Martin. Ode to a nightingale. PP 11 (August), 12-13.

_________. Playwrights and their critics. DQTR 114 (Autumn), 32-34.

Fletcher, John. Pop culture for radio 3. TQ 15 (August-October), 93-94.

Garcia, Jesus Campos. The Marriage of Drama and Censorship: playtext. MID 1 (Fall), 11-42.

Gaskill, William. Introduction to the speakers. GAM 25, 7-9.

Gerould, Daniel. The playwright as a child: the Witkiewicz childhood plays. YT 3 (Summer), 6-9.

Gilbert, W. Stephen. Ken Dodd and Max Wall: an appreciation. PP 2 (December), 10-13.

________. There goes the West End: a playlet. PP 2 (November), 22-23.

Gooch, Steve. Female Transport: playtext. PP 4 (January), 31-37. PP 5 (February), 31-37.

Gorsky, Susan R. A ritual drama: Yeat's play for dancers. MD 2 (June), 165-78.

Graham-White, Anthony. Yoruba Opera: developing a new drama for the Nigerian people. TQ 14 (May-July), 33-42.

Green, Benny. Golden oldies. PP 10 (July), 23-25.

Gross, Roger. The play as a dramatic action. PM 1-2 (Fall-Winter), 32-35.

Guerney, N. R., Jr. Children: playtext. PP 8 (May), 37-63. PP 9 (June), 61-55.

Halverson, Bruce. Butterdy Buffet, a children's one-act play. DRAM 7 (April), 4-10.

Hammond, Jonathan. Against the liberal grain. PP 2 (November), 10-11.

Harding, John. Setting off down the golden pathway. PP 11 (August), 27-29.

________ and Burrows, John. The Golden Pathway Annual: playtext. PP 11 (August), 37-64. PP 12 (August), 51-58.

Hawaii Bicentennial Contest. IODN (December), 2.

Hayman, Ronald. Bumping our noses on the obvious. DQTR 114 (Autumn), 21-26.

Hearon, Shelby. Method-acting, the first person story. WRI 8 (August), 10-13.

Heifetz, Harold. The creative process. WRI 4 (April), 11-12, 46.

Hentoff, Nat. Pinero: 'I wanted to survive!' NYT 2 (May 5), 1.

Hirsch, Foster. Women were his heaven and his hell. NYT 2 (March 31), 1.

Ibbitson, John. The Ritual: playtext. PAC 3 (Fall), 43-46.

Ilf, Ilya and Petrov, Evgeny. The Power of Love: playtext. MID 1 (Fall), 71-86.

Jarvis, Sally. How to save money on taxes. WRID 9 (September), 13-14.

Johnson, Albert E. London Assurance and its notorious controversy. SOT 2 (Winter), 27-33.

Jong, Erica. From a writer's notebook. WRI 11 (November), 23.

Jornet, Joseph Beneti. The Ship: playtext. MID 1 (Fall), 43-70.

Jurak, Mirko. Commitment and character portrayal in the British politico-poetic drama of the 1930's. ETJ 3, 342-51.

Kanfer, Stefan. Perels of wisdom before an openinng. NYT 2 (November 3), 1.

Kerr, Walter. A 'Devil's Disciple' unencumbered by Shaw. NYT 2 (August 18), 1.

________. A musical feast named Sammy Cahn. NYT 2 (April 28), 1.

________. All playwrights are frustrated critics. NYT 2 (June 2), 1.

________. It's 1950's theatre, but it works. NYT 2 (September 15), 1.

________. Our plays are tamer than reality. NYT 2 (June 23), 1.

________. Playwrights, take heed and heart. NYT 2 (March 31), 1.

________. Theatre: there is no time for Aristophanes. NYT 2 (June 30), 1.

________. Three plays in search of a plot. NYT 2 (May 5), 1.

________. Two more from Britain: not good theatre. NYT 2 (October 20), 7.

Klossowicz, Jan. The theatre and drama. TP 186 (February), 9-13.

Lester, Elenore. I am in despair about South Africa. NYT 2 (December 1), 5.

Loeffler, Donald L. Coming out 1950-1970. SOT 4 (Summer Fall), 33-38.

Major, Mike. Chalk and Slate, a one-act play. DRAM 5 (February), 6-12.

Marlowe, Dave and Waalewijn, Mies. A method in the madness. WRI 4 (April), 26-27.

Matalon, Vivian. Noel Coward--after the joking was over. NYT 2 (February), 1.

Matilla, Luis. Post Mortem: playtext. MID 2 (Spring), 23-47.

McGrath, John. The year of the cheviot. PP 3 (February), 24-30.

McNally, Terence. Theatre isn't all Broadway. NYT 2 (April 28), 1.

McNamara, Brooks. Medicine shows: American vaudeville in the marketplace. TQ 14 (May-July), 19-24.

McWhinnie, Donald. Comic Mask, Cruel World: the plays of Giles Cooper. TQ 16 (November-January 1975), 51-54.

Meehan, Barry. Mrs. Belfiore, a one-act play. DRAM 4 (January), 7-13.

Meserve, Walter J. and Ruth I. Uncle Tom's Cabin and modern chinese drama. MD 1 (March), 57-66.

Miller, Mary Jane. Pinter as a radio dramatist. MD 4 (December), 403-12.

Miller, Tice L. Alan Dale: the Hearst critic. ETJ 1, 69-80.

Morowitz, Charles. The importance of understanding Heathcote Williams. NYT 2 (July 21), 3.

Nightingale, Benedict. Round and round the critics. PP 10 (July), 12-13.

Novick, Julius. LaMama rekindles the fine fire of ancient Greek drama. NYT 2 (November 17), 5.

O'Farrell, George. How to save money on postage. WRID 9 (September), 11-13.

Paul Green on outdoor drama. IODN (April), 1.

Paul Green receives award. IODN (December), 1.

Planchon, Roger. 'Blues Whites and Reds', the humours of a history play. TQ 15 (August-October), 27-31.

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Powlick, Leonard. A phenomenological approach to Harold Pinter's 'A Slight Ache'. QJS 1 (February), 25-32.

Popkin, Henry. Canada's best-known, and angriest playwright is coming to Broadway. NYT 2 (October 13), 1.

Ribalow, Meir Zvi. Where are all the new playwrights? Writing plays. NYT 2 (December 29), 5.

Rogers, Richard and Hammerstein, Oscar II. About the King and I. PERF 7, 8M.

Rosen, Carol C. The language of cruelty in Ford's 'Tis Pity She's a Whore'. COMD 4 (Winter), 356-68.

Ruder, Avima. Deep in the heart of taxes. WRID 1 (January), 9-14.

Rudkin, David. Ashes: playtext. PP 6 (March), 57-65. PP 7 (April), 63-65.

Rush, David. The playwright as puppet. WRID 4 (April), 18-21.

Ryan, Randolph. Theater Checklist 2: Tom Stoppard. TFAC 2 (May-July), 3-10.

Salmon, Eric. Harold Pinter's Ear. MD 4 (December), 363-76.

Searle, Judith. Four drama critics. TDR 3 (September), 5-23.

Seymour, Alan. Critical reactions. PP 12 (October), 10-11.

Shafer, Yvonne. The liberated woman in American plays of the past. PM 3-4 (Spring), 95-100.

Shek, Ben. Quebec's new playwrights go national. PAC 2 (Summer), 19-20.

Shepard, Sam. Metaphors, mad dogs, and old time cowboys. TQ 15 (August-October), 3-16.

Shyer, Marlene Fanta. Dialogue that speaks volumes. WRI 3 (March), 13-14, 27.

Singer, Isaac Bashevis. 'I would like to see a revival of . . .' NYT 2 (April 7), 1.

Sokol, Lech. Witkacy in American style. TP 193 (September), 28-30.

———— Witkacy in World Theatre, I. On European stages. TP 185 (January), 16-21.

———— Witkacy in World Theatre, II. In America. TP 186 (February), 26-29.

Solorzano, Carlos. The Puppets: playtext. MID 2 (Spring), 7-19.

Sprinchorn, Evert. 'The Zola of the Occult': Strindberg's experimental method. MD 3 (September), 251-66.

Stafford-Clark, Max. Rumbling at the ramparts. PP 4 (January), 12-13.

Stoppard, Tom. Ambushes for the audience: towards a high comedy of ideas. TQ 14, (May-July), 3-18.

Taikeff, Stanley. Solo Recital, a one-act play. DRAM 6, 5-6.

Tom Stoppard Interview. PERF 12, 28.

Van Itallie, Jean-Claude. 'The First Fool'. TQ 16 (November-January 1975), 49.

Weaver, Richard A. The Adding Machine: exemplar of the ludicrous. PM 5 (Summer), 130-33.

Wesker, Arnold. The playwright as director. PP 5 (February), 10-12.

Wheeler, Richard P. The king and the physician's daughter: 'All's Well That End Well' and the late romances. COMD 4 (Winter 1974-75), 311-27.

Where to Sell Manuscripts. WRI 11 (November), 31-46.

White, George. The O'Neill experience: a practical experiment in helping new writers. TQ 15 (August-October), 32-53.

Wilkinson, J. Norman. The white-haired girl: from Yangko to revolutionary modern ballet. ETJ 2, 164-74.

Williams, Heathcote. Speaking out. PF 6 (March), 25.

Wilson, Snoo. The Beast: playtext. PP 2 (December), 39-50.

Wright, David. Priestly and the art of the dramatist. DQTR 112 (Spring), 49-51.

Wylie, Betty Jane. Autumn arts in the Soo. PAC 4 (Winter), 32.

Young, Douglas M. Miss Doris Anderson: playtext. SOT 2 (Winter), 11-26.

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2. *Black Theatre*

Crew, Louie. What you see is what you get: Black as victim. ERT (Summer), 35-43.

El Hajj Malik. Angetsinger, Gerald S. ETJ 3, 399-400.

Jeyifous, Abiodun. Black critics on black theatre in America. TDR 3 (September), 34-45.

Poag, Thomas E. The first negro characters in American drama and theatre. ENC, 19-23.

Tener, Robert L. The corrupted warrior heroes: Amiri Baraka's The Toilet. MD 2 (June), 207-15.

See also: 28851, 28857, 28902, 28939, 28973, 28975, 28989, 29068, 29096, 29189.

3. *Educational/Children's Theatre*

Berwanger, Mary. A new play from an old classic. DRAM 7, 31-32.

Blessed Event. Wickstrom, Gordon M. ETJ 2, 254-55.

Chapman, Kent. Angel Street: an actors challenge. DRAM 8, 38.

Company. Tribby, William L. ETJ 3, 394-95.

Cowen, Martha. Story stew—a potful of tales. DRAM 7, 30-31.

Dunster, Herbert. Bristol riots: a primary school drama project. YD 1, 21-24.

Gorf. Aaron, Jules. ETJ 3, 395-96.

Gyubal Wahazar. Baker, Stuart E. ETJ 2, 252-54.

Humbledog and the Hopping Clogs. ETJ 2, 263-64.

Jack and the Beanstalk. Lazier, Gil. ETJ 2, 262.

Jack Ruby, all-American boy. Leonard, Bob F. ETJ 3, 396-97.

Lee, John H. A dream experience. (Midsummer Night's Dream) DRAM 1 (September-October), 10-11.

Liberty Ranch. Tribby, William L. ETJ 3, 394.

Lucifer. Wickstrom, Gordon M. ETJ 2, 251.

Lying in State. Tribby, William L. ETJ 3, 393-94.

Mandrake. Tribby, William L. ETJ 3, 393.

Miller, Lynda. Merton: the movie. DRAM 6, 31-33.

Orestia. Tribby, William L. ETJ 3, 394.

Pallen, Mary. College theatre across America. PM 1-2 (October-November, December-January), 24-31.

Paravati, Laurie. Lute Song: an adventure in Chinese drama. DRAM 8, 36-37.

Patterson, Steve and Herde, Maryina. Story theatre: an adventure in creating your own production. DRAM 6, 30.

Pimm, Donald W. Problems and pleasures of a world premiere. DRAM 4, 14-15.

Rosencrantz and Guilderstern are Dead. Tribby, William L. ETJ 3, 394.

Ryan, Paul Ryder. The Iowa theatre lab's 'Dancer Without Arms.' TDR 4 (December), 108-9.

Seeds of Atreus. Cohn, Ruby. ETJ 2, 221-30.

Servant of Two Masters, The. Tribby, William L. ETJ 3, 394.

Show Me a Good Loser and I'll Show You a Loser. Wickstrom, Gordon M. ETJ 2, 251.

Soft Touch, The. Tribby, William L. ETJ 3, 393.

Song of the Gre[illegible] Land. Tribby, William L. ETJ 3, 393.

Toraason, Cale A. A new experience for an old troupe. DRAM 7, 32-33.

Treasure Island. Lazier, Gil. ETJ 2, 264.

I. Socio-Political Theatre

Brustein, Robert. News Theatre. NYTM (June 16), 7, 36, 38-39, 44-45.

Chaiken, Joseph. Closing the Open Theater. TQ 16 (November-January 1975), 36-42.

Durham, Weldon B. An invisible armor: the U.S. army liberty theatres. PM 1-2 (October-November, December-January), 12-17.

Greer, Edward G. Political ploys and plays. DQTR 114 (Autumn), 27-32.

Ghost Dance. Wilmeth, Don B. ETJ 2, 255-56.

Knapp, Bettina. Cosmic theatre: The Little Chariot of Flames and Voices. MD 2 (June), 225-34.

Lamb, Margaret. Feminist criticism. TDR 3 (September), 46-50.

Longman, Stanley V. Mussolini and the theatre. QJS 2 (April), 212-24.

Morton, Carlos. The Teatro Campesino. TDR 4 (December), 71-76.

Rasaulis, Norman A. Identity and action in the revolutionary worlds of the Balcony and of Marat/Sade. TAN, 60-72.

Rea, Charlotte. The New York Feminist Theatre Troupe. TDR 3 (September), 132-33.

__________. Women for women. TDR 4 (December), 77-87.

Ryan, Paul Ryder. The Living Theatre's money tower. TDR 2 (June), 9-25.

Schechner, Richard. From ritual to theatre and back: the structure process of the efficacy-entertainment dyad. ETJ 4, 455-81.

Seven Meditations on Political Sado-Masochism. Aaron, Jules. ETJ 4, 531-32.

Shank, Theodore. A return to Mayan and Aztec roots. TDR 4 (December), 56-70.

__________. Political theatre as political entertainment. TDR 1 (March), 110-17.

Tretler, Laurence J. Players of commitment: the Agitprop troups. PM 5 (Summer), 115-19.

Zanger, Jules. The minstrel show as theater of misrule. QJS 1, 33-38.

Also see: 28009, 28862, 28870, 28903, 28961, 28967, 28993, 29072, 29073, 29078, 29121, 29123, 29191.

B. International Theater

Abel, Where is You Brother? Craig, Randall. DQTR 114 (Autumn), 72.

Absent Friends. Shorter, Eric. DQTR 114 (Autumn), 61-63.

Action. Craig, Randell. DQTR 115 (Winter), 70-71. Coveney, Michael. PP 2 (November), 29.

Agamemnon. Hammond, Jonathan. PP 4 (January), 53-54.

Apple Cart, The. Shorter, Eric. DQTR 112 (Spring), 35-37.

Ashes. Craig, Randall. DQTR 112 (Spring), 43. Masters, Anthony. PP 6 (March), 47.

Babies Grow Old. Shorter, Eric. DQTR 115 (Winter), 66-67.

Bacchae, The. Arthur, Doug. ETJ 2, 27-28.

Ballyadyna. Bizan, Marian. TP 193 (September), 8-12.

Bedwinner, The. Boyle, Andy. PP 12 (October), 40-41. Lambert, J. W. DQTR 115 (Winter), 48.

Bell, Book and Candle. Shorter, Eric. DQTR 112 (Spring), 38.

Bewitched, The. Esslin, Martin. PP 9 (June), 36-37. Lambert, J. W. DQTR 114 (Autumn), 41-43.

Billy. Bean, Robin. PP 9 (June), 40-42. Lambert, J. W. DQTR 114 (Autumn), 50.

Bingo. Lambert, J. W. DQTR 115 (Winter), 41-42. O'Conner, Garry. PP 12 (September), 26-29.

Bird Child. Craig, Randall. DQTR 113 (Summer), 66-67. Gilbert, W. Stephen. PP 9 (June), 44-45.

Birds of Paradise. Ansorge, Peter. PP 10 (July), 47. Lambert, J. W. DQTR 114 (Autumn), 47.

Bit Between the Teeth, A. Howlett, Ivan. PP 2 (November), 31-32. Lambert, J. W. DQTR 115 (Winter), 47-48.

Black and White Minstrels, The. Lambert, J. W. DQTR 112 (Spring), 16-17.

Bloomsbury. Lambert, J. W. DQTR 114 (Autumn), 48. Wilson, Sandy. PP 11 (August), 40-41.

Blues, Whites, and Reds. Shorter, Eric. DQTR 115 (Winter), 62-64.

Bodywork. Hammond, Jonathan. PP 10 (July), 45.

Bordello. Boyle, Andy. PP 8 (May), 45. Lambert, J. W. DQTR 114 (Autumn), 50.

Borderline Case, A. Morley-Priestman, Anne. DQTR 114 (Autumn), 17-18.

Bremen Coffee. Pontac, Perry. PP 7 (April), 47-48.

Brook, Peter. The complete truth is global. NYT (January 20), 2, 13.

Bullshot Crummond. PP 11 (August), 30-31. Gilbert, W. Stephen. PP 12 (September), 39-40.

By Common Consent. Craig, Randall. DQTR 115 (Winter), 76. O'Keefe, Richard. PP 12 (October), 43.

Castle of Perseverance, The. Elliott, John R. ETJ 2, 2, 261.

Chester Mystery Plays, The. Elliott, John R. ETJ 2, 259-60.

Chez Nous. Lambert, J. W. DQTR 112 (Spring), 19-20. Bryden, Ronald. PP 6 (March), 27-29.

Children. Lambert, J. W. DQTR 113 (Summer), 44-45. Wilson, Sandy. PP 8 (May), 36-37.

Children's Crusade, The. Craig, Randall. DQTR 115 (Winter), 73-76. Howlett, Ivan. PP 2 (November), 34.

Churchill Play, The. Russell, Barry. PP 9 (June), 55. Shorter, Eric. DQTR 114 (Autumn), 68-69.

City, The. Lambert, J. W. DQTR 115 (Winter), 50.

Cockie. Lambert, J. W. DQTR 112 (Spring), 29. Wilson, Sandy. PP 5 (February), 44-45.

Cole. Lambert, J. W. DQTR 114 (Autumn), 50-51. Taylor, John Russell. PP 11 (August), 34-35.

Collected Works. Gilbert, W. Stephen. PP 7 (April), 49.

Collector, The. Hammond, Jonathan. PP 7 (April), 50. Lambert, J. W. DQTR 113 (Summer), 46-47.

Come. Craig, Randall. DQTR 112 (Spring), 45.

Comrades. Lambert, J. W. DQTR 115 (Winter), 53.

Confederacy, The. Curtis, John. PP 10 (July), 31-32. Lambert, J. W. DQTR 114 (Autumn), 59.

Confusions. Shorter, Eric. DQTR 115 (Winter), 64-66.

Connection, The. Itzin, Catherine. PP 12 (October), 41.

Corn is Green, The. Shorter, Eric. DQTR 114 (Autumn), 69-70.

Country Life. James, Terry. PP 5 (February), 52-53.

Cowboy Mouth. Ansorge, Peter. PP 8 (May), 45. Craig, Randall. DQTR 113 (Summer), 70.

Crincum Crancum. Morley-Priestman, Anne. DQTR 114 (Autumn), 17.

Cymbeline. Stedman, Jane W. ETJ 4, 533-34. Ansorge, Peter. PP 10 (July), 40-41.

Dame of Sark, The. Ansorge, Peter. PP 2 (December), 27-28. Lambert, J. W. DQTR 115 (Winter), 45.

Danny La Rue Show, The. Bryden, Ronald. PP 5 (February), 42-43.

Dante. Morawiec, Elzbieta. TP 11 (November), 10-18.

Dead Easy. Davies, Russell. PP 6 (March), 45. Lambert, J. W. DQTR 112 (Spring), 28.

Death and the Devil. Craig, Randall. DQTR 112 (Spring), 46.

Design for Living. Lambert, J. W. DQTR 112 (Spring), 29. Wilson, Sandy. PP 4 (January), 45-47.

Doctor Faustus. Lambert, J. W. DQTR 115 (Winter), 56. O'Connor, Garry. PP 12 (October), 36-37.

Doll's House, A. Young, William C. ETJ 3, 409-10.

Dominoes. Lipsius, Frank. PP 9 (June), 44.

Dos Peones Por Patroncito (Two Workers for the Bossman). Brokaw, John W. ETJ 1, 108-9.

Double Double. Lambert, J. W. DQTR 112 (Spring), 25-26.

Drop of Honey. Povey, John F. AA 4 (Summer), 1-7, 66-69.

Duck Song. Dawson, Helen. PP 6 (March), 34-35. Lambert, J. W. DQTR 113 (Spring), 43-44.

Dumbwaiter, The. Craig, Randall. DQTR 112 (Spring), 43-44.

Eden End. Curtis, Anthony. PP 8 (May), 34-35. Lambert, J. W. DQTR 113 (Summer), 51-52.

El Soldado Razo (The Soldier of the Race). Brokaw, John W. ETJ 1, 110.

Fallen Angels. Shorter, Eric. DQTR 113 (Summer), 64.

Fatal Affair, A. Shorter, Eric. DQTR 112 (Spring), 41-42.

Fears and Miseries of the Third Reich. Shorter, Eric. DQTR 113 (Summer), 62-63.

Fight for Shelton Bar. Shorter, Eric. DQTR 112 (Spring), 38-39.

Flow. Lambert, J. W. DQTR 112 (Spring), 26.

Flowers. Craig, Randall. DQTR 112 (Spring), 47. Lambert, J. W. DQTR 114 (Autumn), 47. Trotter, Stewart. PP 8 (May), 41. Quinn, Robert S. ETJ 3, 407-9.

Four from the End. Craig, Randall. DQTR 113 (Summer), 71.

Foursome. Craig, Randall. DQTR 114 (Autumn), 74-75.

Freeway, The. Dawson, Helen. PP 2 (November), 26-27. Lambert, J. W. DQTR 115 (Winter), 42-44.

From Moses to Mao. Lambert, J. W. DQTR 112 (Spring), 26.

Gaslight. Shorter, Eric. DQTR 114 (Autumn), 69.

Gentlemen Prefer Anything. Lambert, J. W. DQTR 112 (Spring), 23-24.

Geography of a Horsecharmer, The. Lahr, John. PP 7 (April), 46-47.

Ghost on Tiptoe, A. Lambert, J. W. DQTR 114 (Autumn), 48. Wilson, Sandy. PP 9 (June), 43.

Ghosts. Gilbert, Miriam. ETJ 3, 406-7. Gilbert, W. Stephen. PP 6 (March), 36-39. Lambert, J. W. DQTR 112 (Spring), 31-32.

Gingerbread Lady, The. Brier, Alan. PP 2 (December), 20-21. Lambert, J. W. DQTR 115 (Winter), 45-47.

Girofle Girofla. Craig, Randall. DQTR 113 (Summer), 71.

Grand Magic Circus, Le. Lahr, John. PP 6 (March), 30-33.

Golden Pathway Annual, The. Gilbert, W. Stephen. PP 12 (September), 32-33. Lambert, J. W. DQTR 115 (Winter), 50.

Gomes. Lambert, J. W. DQTR 112 (Spring), 28.

Good Companions, The. Dawson, Helen. PP 11 (August), 38-39. Lambert, J. W. DQTR 114 (Autumn), 50.

Government Inspector, The. Hausbrandt, Andrzej. TP 2 (February), 18-21. Shorter, Eric. DQTR 113 (Summer), 63-64.

Grabberwitch. Craig, Randall. DQTR 112 (Spring), 47.

Great Caper, The. Bryden, Ronald. PP 2 (November), 24-25. Lambert, J. W. DQTR 115 (Winter), 48-50.

Great Society, The. Lambert, J. W. DQTR 114 (Autumn), 47. O'Keefe, Richard. PP 10 (July), 45.

Hamlet. Ansorge, Peter. PP 8 (May), 42-43. Gilbert, Miriam. ETJ 3, 406-7. Lambert, J. W. DQTR 113 (Summer), 55.

Hammers, The. Robins, Dave. PP 2 (December), 29, 31.

Happy Arrival, The. Wysinka, Elzbieta. TP 190 (June), 6-10.

Happy End. Shorter, Eric. DQTR 114 (Autumn), 65-66.

Heil Caesar. Shorter, Eric. DQTR 113 (Summer), 60-61.

Henry IV. (Pirandello) Hammond, Jonathan. PP 2 (November), 31. Lambert, J. W. DQTR 113 (Summer), 47-48.

Henry IV, Parts I and II. Lambert, J. W. DQTR 115 (Winter), 57. Seymour, Alan. PP 7 (April), 36-39.

Henry V. Lambert, J. W. DQTR 115 (Winter), 57-58.

Hereward the Wake. Shorter, Eric. DQTR 114 (Autumn), 64-65.

Highwaymen, The. Lambert, J. W. DQTR 115 (Winter), 52-53.

Hobson's Choice. Shorter, Eric. DQTR 112 (Spring), 35.

Humbledog and the Hopping Clogs. ETJ 2, 263-64.

I Arrive Tomorrow. Chynowski, Paul and Kelera, Jozef. TP 10 (October), 21-30.

Importance of Being Earnest, The. Lambert, J. W. DQTR 113 (Summer), 49-51.

In a Small Country House. Degler, Janusz. TP 192 (August), 23-26.

Island, The. Hammond, Jonathan. PP 6 (March), 40-43. Lambert, J. W. DQTR 112 (Spring), 28.

Jack and the Beanstalk. Lazier, Gil. ETJ 2, 262.

Jack the Ripper. Lambert, J. W. DQTR 115 (Winter), 51. O'Keefe, Richard. PP 2 (November), 32.

Jan Maciej Karwl Hellear. Degler, Janusz. TP 10 (October), 31-34.

Jeux de Massacre. Fik, Marta. TP 190 (June), 15, 20.

John, Paul, George, Ringo, and Bert. Henri, Adrian. PP 12 (September), 36-37. Lambert, J. W. DQTR 115 (Winter), 51-52.

Joey Adams Show, The. Craig, Randall. DQTR 114 (Autumn), 74.

Journey. Morley-Priestman, Anne. DQTR 114 (Autumn), 17.

Judies. Gilbert, W. Stephen. PP 5 (February), 51.

Kennedy's Children. Craig, Randall. DQTR 115 (Winter), 72-73. Hammond, Jonathan. PP 2 (December), 31.

King, The. Hammond, Jonathan. PP 10 (July), 45. Lambert, J. W. DQTR 114 (Autumn), 47.

King John. O'Connor, Garry. PP 8 (May), 38-40.

King Lear. Lambert, J. W. DQTR 113 (Summer), 54-55. Lambert, J. W. DQTR 115 (Winter), 59.

Knots. Lambert, J. W. DQTR 112 (Spring), 26-27. O'Connor, Garry. PP 5 (February), 51-52.

Knuckle. Hammond, Jonathan. PP 7 (April), 40-41. Lambert, J. W. DQTR 113 (Summer), 42-43.

Lady from the Sea, The. Blake, Gary. ETJ 1, 117.

Last Analysis, The. Morley-Priestman, Anne. DQTR 114 (Autumn), 17.

Last Finger, The. Povey, John F. AA 4 (Summer), 1-7, 66-69.

Leader, The. Craig, Randall. DQTR 114 (Autumn), 74-75.

Legataire Universel, Le. McElroy, George. ETJ 4, 534-35.

Le Mariage Blanc. Wysinska, Elzbieta. TP 191 (July), 32-34.

Let My People Come. Brien, Alan. PP 12 (October), 38-39. Lambert, J. W. DQTR 115 (Winter), 50-51.

Liberation, The. Fik, Marta. TP 196 (December), 13-16.

Life Class. Gilbert, W. Stephen. PP 8 (May), 26-27. Lambert, J. W. DQTR 113 (Summer), 39-41.

Lilla Weneda. Bizan, Marian. TP 193 (September), 8-12.

Little Eyolf. Shorter, Eric. DQTR 113 (Summer), 58-60.

Little Hut, The. Lambert, J. W. DQTR 115 (Winter), 47. Wilson, Sandy. PP 2 (December), 22-23.

Little Ocean. Ansorge, Peter. PP 8 (May), 45. Craig, Randall. DQTR 113 (Summer), 70-71.

Looneys, The. O'Keefe, Richard. PP 2 (December), 25.

Los Vendidos (Those Who Sold Out). Brokaw, John W. ETJ 1, 108-10.

Lovers, The. Wysinska, Elzbieta. TP 192 (August), 28-29.

Ludus Coventriae, or N-Towne Cycle. Craig, Randall. DQTR 114 (Autumn), 75.

Macbeth. Coveney, Michael. PP 2 (December), 18-19.

Magic. Shorter, Eric. DQTR 115 (Winter), 69.

Magnificence. Craig, Randall. DQTR 115 (Winter), 73. Howlett, Ivan. PP 2 (November), 34.

Maids, The. Lambert, J. W. DQTR 113 (Summer), 55. Marowitz, Charles. PP 7 (April), 45-46.

Male of the Species, The. Itzin, Catherine. PP 2 (December), 24-25. Lambert, J. W. DQTR 115 (Winter), 44-45.

Man and His Wife, A. Shorter, Eric. DQTR 114 (Autumn), 67-68.

Marriage, The. Fik, Marta. TP 193 (September), 19-24.

Marriage of Figaro, The. Esslin, Martin. PP 11 (August), 36-37. Lambert, J. W. DQTR 114 (Autumn), 54-56.

Marrons du Feu, Les. McElroy, George C. ETJ 4, 534-35.

Marquis of Keith, The. Lambert, J. W. DQTR 115 (Winter), 55-56.

Measure for Measure. Ansorge, Peter. PP 6 (March), 45. Ansorge, Peter. PP 12 (October), 30-33. Shorter, Eric. DQTR 112 (Spring), 39-41.

Meeting Ends. Craig, Randall. DQTR 113 (Summer), 69.

Merchant of Venice. ETJ 11, 31-44.

Merry-go-Round, The. Davies, Russell. PP 4 (January), 50-51.

Midnight. Craig, Randall. DQTR 112 (Spring), 47-48.

Mind Your Head. Lambert, J. W. DQTR 112 (Spring), 24-25. Trotter, Stewart. PP 6 (March), 47.

Misanthrope. Young, Lillian C. ETJ 3, 409.

Monte Cristo. Bowie, Andy. PP 12 (September), 39.

Month in the Country, A. Howlett, Ivan. PP 12 (September), 30-31. Lambert, J. W. DQTR 114 (Autumn), 59-60.

Morgan Yard, The. Shorter, Eric. DQTR 113 (Summer), 66.

Motor Show, The. Craig, Randall. DQTR 114 (Autumn), 74-75.

Mrs. Dot. Shorter, Eric. DQTR 114 (Autumn), 66.

Much Ado About Nothing. Shorter, Eric. DQTR 115 (Winter), 69.

Natural Cause, The. Craig, Randall. DQTR 114 (Autumn), 72-73. Hammond, Jonathan. PP 10 (July), 45.

Next of Kin. Lambert, J. W. DQTR 114 (Autumn), 43-44. O'Connor, Garry. PP 9 (June), 38-39.

Nightlight. Craig, Randall. DQTR 113 (Summer), 69-70.

No Title. Shorter, Eric. DQTR 113 (Summer), 62.

Norm and Ahmed. Craig, Randall. DQTR 114 (Autumn), 73-74.

Norman Conquests, The. Lambert, J. W. DQTR 114 (Autumn), 56-58. Pontac, Perry. PP 10 (July), 42-43.

November Night, The. Wysinska, Elzbieta. TP 191 (July), 15-19.

Ogun Onire. Berger, Renato. AA 1 (Autumn), 54-55.

Oedipus Tyrannus. Ansorge, Peter. PP 11 (August), 42-43.

Okapi. Wysinska, Elzbieta. TP 190 (June), 20.

120 Days of Sodom. Lambert, J. W. DQTR 115 (Winter), 50-51. Mairowitz, David Zane. PP 2 (November), 28.

Only True Story of Lady Godiva, The. Shorter, Eric. DQTR 115 (Winter), 64.

Operation Iskra. Craig, Randall. DQTR 112 (Spring), 45-46.

Othello. Shorter, Eric. DQTR 113 (Summer), 61.

Other People. O'Keefe, Richard. PP 11 (August), 47.

Ours. Shorter, Eric. DQTR 113 (Summer), 64-66.

Owl Winged Faculty, The. Morley-Priestman, Anne. DQTR 114 (Autumn), 17.

Painting a Wall. Craig, Randall. DQTR 113 (Summer), 66-67. Gilbert, W. Stephen. PP 9 (June), 44-45.

Party, The. Brien, Alan. PP 5 (February), 39-41. Lambert, J. W. DQTR 112 (Spring), 17-19.

Passion Play near Amalfi, A. Gisolfi D'Aponte, Mimi. TDR 4 (December), 47-55.

Patriot for Me, A. Masters, Anthony. PP 4 (January), 54.

Pay-off, The. Lambert, J. W. DQTR 115 (Winter), 49.

Pericles, Prince of Tyre. Stedman, Jane W. ETJ 4, 533-34.

Play Mas. Hammond, Jonathan. PP 11 (August), 44-45. Lambert, J. W. DQTR 114 (Autumn), 45-46.

Pleasure Principle, The. Ansorge, Peter. PP 4 (January), 55. Craig, Randall. DQTR 112 (Spring), 44.

Plunder. Shorter, Eric. DQTR 112 (Spring), 57-58.

Pygmalion. Bryden, Ronald. PP 9 (June), 30-31. Lambert, J. W. DQTR 114 (Autumn), 51-52.

Richard II. Lambert, J. W. DQTR 115 (Winter), 59-61.

Ride Across Lake Constance, The. Gilbert, W. Stephen. PP 4 (January), 48-49. Lambert, J. W. DQTR 112 (Spring), 27-28.

Romeo and Juliet. Lambert, J. W. DQTR 115 (Winter), 58-59. Shorter, Eric. DQTR 114 (Autumn), 65.

Ruffian on the Stairs, The. Craig, Randall. DQTR 112 (Spring), 43.

Ru-hemi evening, A. Ryan, Paul Ryder. TDR 4 (December), 114-15.

Runaway. Esslin, Martin. PP 8 (May), 42.

Sack Race, The. Hammond, Jonathan. PP 12 (September), 34-35. Lambert, J. W. DQTR 114 (Autumn), 49-50.

Saint Joan. Shorter, Eric. DQTR 115 (Winter), 68-69.

Saint Joan of the Stockyards. Ansorge, Peter. PP 9 (June), 45.

Salutations. Craig, Randall. DQTR 114 (Autumn), 74-75.

Sammy Cahn's Song Book. Wilson, Sandy. PP 12 (October), 58.

Saturday Sunday Monday. Lane, John Francis. PP 2 (November), 33-34. Stedman, Jane W. ETJ 1, 117-18.

Schippel. Craig, Randall. DQTR 115 (Winter), 72. O'Keefe, Richard. PP 2 (December), 25.

Sea Anchor, The. Craig, Randall. DQTR 114 (Autumn), 70-71. Gilbert, W. Stephen. PP 11 (August), 46-47.

Seagull, The. Gilbert, Miriam. ETJ 3, 406-7. Gilbert, W. Stephen. PP 6 (March), 36-39. Lambert, J. W. DQTR 112 (Spring), 32-33.

She Stoops to Conquer. Shorter, Eric. DQTR 113 (Summer), 63.

Sherlock's Last Case. Craig, Randall. DQTR 114 (Autumn), 71-72.

Sherlock Holmes. Lambert, J. W. DQTR 112 (Spring), 29-30.

Shivvers. Craig, Randall. DQTR 114 (Autumn), 73. Hammond, Jonathan. PP 10 (July), 44-45.

Show-off, The. Pontac, Perry. PP 7 (April), 47-48.

Since He is Absent. Wysinska, Elzbieta. TP 192 (August), 14-17.

Six of the Best. Craig, Randall. DQTR 113 (Summer), 72.

Sizwe Bansi is Dead. Hammond, Jonathan. PP 6 (March), 40-43. Lambert, J. W. DQTR 115 (Spring), 22-23.

Slaughterhouse. Wysinska, Elzbieta. TP 187 (March), 25-27.

Snap. Brien, Alan. PP 8 (May), 32-33. Lambert, J. W. DQTR 113 (Summer), 43-44.

Someone Else is Still Someone. DQTR 114 (Autumn), 71.

Something's Burning. Lambert, J. W. DQTR 113 (Summer), 43. Masters, Anthony. PP 7 (April), 48-49.

Spasm. Craig, Randall. DQTR 113 (Summer), 68.

Speakers, The. Lahr, John. PP 9 (June), 54-55. Shorter, Eric. DQTR 112 (Spring), 42.

Spellbound Squire, The. Craig, Randall. DQTR 113 (Summer), 72.

Spring's Awakening. Gilbert, W. Stephen. PP 10 (July), 28-30. Lambert, J. W. DQTR 114 (Autumn), 52-54.

Stallerhof. Craig, Randall. DQTR 115 (Winter), 71-72.

Statements After an Arrest Under the Immorality Act. PP 6 (March), 40-43. Lambert, J. W. DQTR 115 (Spring), 22.

Streetcar Named Desire, A. Dawson, Helen. PP 8 (May), 28-31. Lambert, J. W. DQTR 113 (Summer), 45-46.

Summerfolk. Eyslin, Martin. PP 12 (October), 28-29. Lambert, J. W. DQTR 115 (Winter), 53-55.

Supermale, The. Shorter, Eric. DQTR 113 (Summer), 61-62.

Sirena and the Cuppie. Craig, Randall. DQTR 113 (Summer), 71-72.

Table Manners. Gilbert, W. Stephen. PP 9 (June), 43-44.

Taming of the Shrew, The. Lambert, J. W. DQTR 115 (Winter), 57. Trotter, Stewart. PP 2 (November), 30.

Tempest, The. Ansorge, Peter. PP 7 (April), 34-35. Lambert, J. W. DQTR 113 (Summer), 55-57. Shorter, Eric. DQTR 115 (Winter), 69. Stedman, Jane W. ETJ [illegible] 332-33.

That Championship Season. PP 9 (June), 32-33. Lambert, J. W. DQTR 114 (Autumn), 47.

There Goes the Bride. Lambert, J. W. DQTR 115 (Winter), 47-48.

Therese. Shorter, Eric. DQTR 115 (Winter), 67.

Time and the Conways. Shorter, Eric. DQTR 112 (Spring), 34-35.

Tis Pity She's a Whore. Lambert, J. W. DQTR 113 (Summer), 54.

Tom Thumb. Trotter, Stewart. PP 2 (December), 27.

Tonight We Improvise. Taylor, Lane. PP 10 (July), 32-33. Lambert, J. W. DQTR 114 (Autumn), 56-57.

Tooth of Crime. Burgess, John. PP 10 (July), 36-38. Lambert, J. W. DQTR 114 (Autumn), 45.

Travesties. Lambert, J. W. DQTR 114 (Autumn), 38-41. O'Connor, Garry. PP 10 (July), 34-35.

Treasure Island. Lazier, Gil. ETJ 2, 264.

Trial, The. Hammond, Jonathan. PP 4 (January), 53-54.

Triangle. Craig, Randall. DQTR 112 (Spring), 44-45.

Trip to Florence, The. Craig, Randall. DQTR 115 (Winter), 76-79. O'Keefe, Richard. PP 12 (October), 41, 43.

Trouble on the Night Shift. Craig, Randall. DQTR 112 (Spring), 46-47.

Twelfth Night. Ansorge, Peter. PP 12 (October), 30-32. Shorter, Eric. DQTR 112 (Spring), 40-41.

Two Noble Kinsmen, The. Lambert, J. W. DQTR 115 (Winter), 56.

Under Milk Wood. Lambert, J. W. DQTR 114 (Autumn), 51.

Union Jack. James, Terry. PP 5 (February), 52.

Veuves, Les. Lambert, J. W. DQTR 114 (Autumn), 46-47.

Wakefield Townley Cycle of Mystery Plays, The. Elliott, John R. ETJ 2, 260-61.

Waltz of the Toreadors, The. Lambert, J. W. DQTR 113 (Summer), 48. O'Connor, Garry. PP 7 (April), 42-44.

Way of the World, The. Lambert, J. W. DQTR 113 (Summer), 53-54.

What If You Died Tomorrow. Gilbert, W. Stephen. PP 12 (October), 34-35. Lambert, J. W. DQTR 115 (Winter), 44.

Who Saw Him Die? Lambert, J. W. DQTR 114 (Autumn), 47-48.

Why Not Stay for Breakfast? Ansorge, Peter. PP 5 (February), 50. Lambert, J. W. DQTR 112 (Spring), 28.

Will, The. Craig, Randall. DQTR 113 (Summer), 68-69.

Wood Demon, The. Lambert, J. W. DQTR 113 (Summer), 53.

X. Ansorge, Peter. PP 12 (October), 40. Craig, Randall. DQTR 115 (Winter), 79.

York Cycle of Mystery Plays, The. Elliott, John R. ETJ 2, 258-59.

You Were So Sweet When You Were Little. Lambert, J. W. DQTR 113 (Summer), 48-49.

Zorba. Pontac, Perry. PP 4 (January), 52-53.

See also: 28851, 28864, 28876, 28895, 28911, 28986, 29108, 29185.

C. Theatre Season Reviews

American College Theatre Festival. Tribby, William L. ETJ 3, 393-95.

American Conservatory Theatre Season. PERF 4, 21-36. PERF 11, 30-44. PERF 12, 26-40.

American Film Theater, 1973-74. Comtois, M. E. ETJ 4, 322-24.

Anderson, Bruce. A season sweetened with sugar: civic light opera 1974. PERF, 5, 10, 12, 14, 16, 18, 20.

Anderson, Michael. Bristol. PP 10 (July), 52-53.

———. Exeter. PP 4 (January), 62.

Ansorge, Peter. Glittering in the Gorbals. PP 7 (April), 22-26.

———. Serbian nights: Belgrade. PP 2 (November), 18-21.

Archer, Kane. What happened in Dublin. PP 2 (December), 32-34.

Beier, Ulli. Theatre in Nigeria. SAN 30 (October-December, 1973), 45-54.

Brine, Adrian. Amsterdam. PP 8 (May), 53.

———. Brussels. PP 5 (February), 59-60.

Burgess, John. France. PP 7 (April), 54.

———. Paris. PP 2 (November), 37, 39. PP 10 (July), 50-51.

Conway, Jack. 'Broadway' revisited. PERF 4, 21.

Coveney, Michael. More Palladium nights. PP 2 (November), 20.

________. Pushing on to a national theatre: the Edinburgh Lyceum. PP 7 (April), 27-31.

________. Sinking in the east: Iran. PP 12 (October), 21-26.

________. So there it was . . . merry christmas. PP 5 (February), 46-47.

Dialogue: Theatre Ontario. PAC 1, 34-35.

Duffy, Martha. British sketchbook. NYTCR 3, 371.

First Nights. YD 10, 46. YD 11, 45.

Fowle, Donald. The new play in America, 1973. PM 3-4 (February-March, April-May), 65-88.

Frazier, Robin. Francophones of the world, unite. PAC 4, 31-32.

Gildzen. Open Theater checklist: first performances and bibliography. TQ 16 (November-January 1975), 45-47.

Gledhill, Preston R. The National Theatre program in Mexico. WS 5, 176-81.

Gooch, Steve. Austria. PP 4 (January), 61.

Greer, Edward G. Broadway on and off. DQTR 112 (Spring), 54-64.

Grodzicki, August. Thirty years of theatre in people's Poland, TP 188-89 (May-June), 14-24.

Hammond, Jonathan. China. PP 4 (January), 59.

________. London Theatre group. PP 4 (January), 53-54.

________. Oval Festival. PP 9 (June), 46-47.

________. Temporary theatre. PP 2 (December), 28.

________. Theatre in the community. PP 6 (March), 47-48.

Holloway, Ronald. East Berlin. PP 8 (May), 50.

________. Germany. PP 6 (March), 49-50. PP 9 (June), 49-50. PP 10 (July), 48-49. PP 11 (August), 48, 51. PP 12 (September), 45, 46. PP 12 (October), 47.

________. Hamburg. PP 2 (November), 39.

Hughes, Catherine. Connecticut/Yale. PP 11 (August), 47-48.

________. New York. PP 4 (January), 56-57. PP 6 (March), 48-49. PP 5 (February), 56-58. PP 7 (April), 52-54. PP 8 (May) 48-50. PP 9 (June), 48-49. PP 10 (July), 49-50. PP 12 (September), 43-45. PP 12 (October), 45-46.

________. On and off Broadway. T74, 156-66.

Itzin, Catherine. Actors unlimited. PP 2 (November), 35.

________. International theatre diary. TFAC 2 (May-July), 23-56. TFAC (February), 29-49.

Invitational Festival of Experimental Drama. Wickstrom, Gordon M. ETJ 2, 249-52.

Kazimierczyk, Barbara. IV International Festival of Open Theatre in Wroclaw. TP 187 (March), 14-16.

Kerr, Walter. The theatre is running short on talent. NYT 2 (May 19), 1, 14.

Kirby, E. T. Indigenous African theatre. TDR 4 (December), 22-35.

Kirby, Victoria Nes. Casserole: an illusion. TDR 3 (September), 130-31.

Knapp, Bettina. The Parisian theatrical scene. DT 2 (Fall), 11-14.

Kosinska, Maria. VII Polish Festival of Soviet Drama in Katowice. TP 187 (March), 21-23.

Kroll, Jack. Actors, actors. NYTCR 3, 372.

Lambert, J. W. Chichester. DQTR 114 (Autumn), 56-60.

Lane, John Francis. Italy. PP 8 (May), 46-47.

________. Rome. PP 9 (June), 50-53.

________. Spoleto. PP 12 (September), 42-43.

________. Zeffirelli at Positano. PP 2 (November), 36-37.

Leech, Michael. Finland. PP 5 (February), 63.

Lucas, Walter. Amateur Festivals Various. DQTR 114 (Autumn), 18-20.

Masters, Anthony. Actors company. PP 8 (May), 43.

Mayer, David. Manchester. PP 5 (February), 53.

McKellen, Ian. An actor's diary. T74, 99-106.

Mellor, Isha. Amateurs. PP 4 (January), 66. PP 5 (February), 66. PP 9 (June), 60.

Miller, Judith. Theatre Populaire de Lorraine: regional theatre. ETJ 3, 352-64.

Morley-Priestman, Anne. Comment: amateur. DQTR 114 (Autumn), 17-18.

Mulrine, Stephen. Fringe benefits. PP 12 (October), 22-23.

Nau, Tia. Stratford's Experimental Theatre moves into the main stream. PAC 3, 19-21.

Nightingale, Benedict. Royal Shakespeare Company. T74, 74-88.

Novick, Julius. Some classics, a few stars, out of town. NYT 2 (September 8), 1, 9, 18.

O'Connor, Garry. Paris. PP 4 (January), 59-61.

O'Keefe, Richard. National Youth Theater. PP 12 (October), 41, 43.

________. Liverpool. PP 9 (June), 57.

Oliver, Cordelia. Festival time: Edinburgh. PP 12 (October), 20-22.

________. Scotland. PP 7 (April), 55. PP 12 (September), 47-49. PP 2 (November), 41.

Pallen, Mary. College theatre across America. PM 1-2 (Fall-Winter 1975), 24-30.

Parlakean, Nishan. The off-off broadway theater. DT 1, 19-21.

Peck, Seymour. A connoisseur's summer theatre guide. NYT 2 (June 23), 1, 6.

Perkyns, Dorothy. Neptune's 11th season in review. PAC 2 (Summer), 39-41.

Richards, Michael. Cardiff. PP 5 (February), 53-54.

Richmond, Farley. The vaisnawa drama of Assam. ETJ 2, 145-63.

Russell, Barry. Birmingham. PP 7 (April), 57. PP 11 (August), 51, 53.

———— Nottingham. PP 9 (June), 55.

———— Stoke. PP 6 (March), 50, 53.

Saddler, Allen. South West. PP 9 (June), 55, 57. PP 12 (September), 40.

Shorter, Eric. Repertory round-up. T74, 132-42.

Sogliuzzo, Richard. The Edinburgh Festival: 1974. TAN, 73, 87.

Stilwell, Charles. Community theatre across America. PM 5 (Summer), 120-26.

Stowell, Don. Prague. PP 5 (February), 61.

Swift, Astrid. The West German theater scene: 1966-1973. DT 1, 2-11.

Szydlowski, Roman. XV Festival of Polish Contemporary Plays in Wroclaw. TP 11 (November), 19-25.

Thomson, Peter. Shakespeare straight and crooked: a review of the 1973 season at Stratford. SS, 143-54.

Vandenbroucke, Russell. The London theater: 1973-1974. DT 1, 14-19.

Wahlman, Maude. A festival of contemporary arts. AA 3 (Spring), 16, 69-71.

Warrens, Lee. The third all Nigeria festival of the arts. AA 1 (Autumn 1973), 44-46.

What's going on. PAC 1, 7-10. PAC 2, 5-12. PAC 3, 6-12. PAC 4, 7-16.

Young, Marjorie. Performance in Polish villages. TDR 4 (December), 5-21.

Also see: 29855, 29858, 29884, 29908, 29920, 29178.

ABSTRACTS OF DOCTORAL DISSERTATIONS IN THE FIELD OF SPEECH COMMUNICATION, 1974

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Two hundred and thirty-three abstracts of doctoral dissertations in the field of speech communication are published below. The abstracts are categorized under eight areas (there are no abstracts in Forensics): Instructional Development, 11 (with 1 for 1970, 1 for 1972, and 1 for 1973); Interpersonal and Small Group Interaction, 34 (with 4 for 1973); Interpretation, 8 (with 3 for 1973); Mass Communication, 18 (with 2 for 1973); Public Address, 26 (with 4 for 1973); Rhetorical and Communication Theory, 37 (with 2 for 1972 and 3 for 1973); Speech Sciences and Audiology, 28 (with 5 for 1973); and Theatre, 34 (with 2 for 1971 and 2 for 1972). Seven abstracts of dissertations completed in 1975 are included (but not in the table below).

The table compares the number of dissertation abstracts reported in the *Bibliographic Annual* from 1969 to 1974. The number of institutions reporting abstracts during these years is also included. It is significant that although forty different institutions submitted abstracts again in 1974, the total number submitted in that year is only 196, a decrease of 89 from 1973. With the exception of the Interpersonal and Small Group Interaction area, which had an increase over 1973 of 7, there was a considerable decrease in the other areas of study.

Data in the table are cumulative. For example an abstract of a dissertation completed in 1971 but not sent in until 1974 is added to the number submitted in 1971.

Abstracts Reported and Number of Institutions Reporting, *1969-1974*

	1969	1970	1971	1972	1973	1974
Forensics	1	1	2	0	1	0
Instructional Development	14	10	16	13	17	11
Interpersonal and Small Group Interaction	15	24	29	36	27	34
Interpretation	9	10	11	13	17	8
Mass Communication	23	32	33	36	22	18
Public Address	53	35	31	55	39	26
Rhetorical and Communication Theory	41	46	47	48	51	37
Speech Sciences and Audiology	65	68	71	66	51	28
Theatre	53	37	47	57	60	34
TOTAL	274	263	287	324	285	196
Number of Universities Reporting	32	35	35	34	40	40

Each abstract is placed in the category in which it appears to be most appropriate. Some of the abstracts, however, relate closely to more than one area. For example a person interested in Interpretation should not only read abstracts found under that area, but also study carefully dissertations abstracted under Theatre and other areas. The department in which the dissertation was completed is in parentheses. Unless a different date appears after the name of the department, the dissertation was approved in the year 1974. Unless otherwise indicated, the dissertation was completed in fulfillment of requirements for the Ph.D. Also the abstract was written by the author of the dissertation unless otherwise noted at the end of the abstract.

Instructional Development

Adelson, Loretta. An Experimental Study in Comprehension by College Students of Time-Compressed, Educational Materials. Columbia U (Language, Literature, Speech and Theatre), 1972.

This study assessed: comprehension by 200 subjects of one-hour lectures at 175 and 275 words per minute, the degree of comprehension in successive thirds of each lecture; and the reactions of the subjects under each condition.

Two equated lectures were constructed. A comprehension test and questionnaire followed each lecture. Scores were plotted for successive thirds within each lecture. The questionnaire elicited information concerning physical and psychological conditions experienced. Mean comprehension scores, standard deviations, t-tests, and percentiles were computed to evaluate the results.

Results were: (1) Rate had a significant effect on the scores for three of the four conditions observed at the .01 level. (2) Differences between the comprehension scores were significant at the .01 or .05 level. (3) The total sample showed a separation of 22 percentiles between the mean comprehension scores for the two conditions. (4) Comprehension within each lecture produced a V patterning, supporting Broadbent's reports. (5) A majority reported feelings of fatigue, tension, anxiety, and lowered self-assurance under the time-compressed condition.

The study concluded that significantly less was comprehended at the time-compressed rate; length of listening materials appears to be a critical factor; the time-compressed efficiency index has been questioned; educationally significant materials should be placed in the first and last positions; middle materials should be strengthened; interest in content appears to be associated with greater comprehension than does preference for a medium; and the negative physical and psychological effects reported indicate a need for further evaluation of the use of time-compressed speech in education.

Brown, George M. Communication Behavior and Educational Outcomes in Interpersonal Communication Courses. Denver U (Speech Communication).

The purpose of this study was to determine to what extent a relationship exists between the social emotional and the task behavior of the teacher, as perceived by the students, and the degree of cognitive gain made by students during a course in fundamentals of interpersonal communication. Additionally, the study compared student perceptions of teacher leadership behaviors and overall student satisfaction.

Data were generated from two samples from distinctly different student populations: Miami Dade Community College and the University of Denver. The Miami Dade sample consisted of ten randomly selected sections taught by seven different instructors. The Denver sample consisted of four purposively selected sections, each taught by a different instructor.

Three instruments were administered: (1) A 28-item Fundamentals of Interpersonal Communication Examination, developed by this investigator to measure cognitive gain; 2) Halpin-Winer Leadership Behavior Description Questionnaire; and (3) Storey Satisfaction Questionnaire.

Results of the comparisons showed greater cognitive gain in both samples and were generally associated with low instructor task behavior and to a lesser extent with social emotional behavior as perceived by the students. On the other hand, student satisfaction was found to be significantly associated with high student-perceived task and social emotional behaviors of the instructor, whether the leadership behaviors were considered separately or combined.

Conclusions regarding student satisfaction as a correlative of high levels of both dimensions of the teacher's perceived behaviors—task and social emotional—seem consonant with related research findings. Nevertheless, the conclusions regarding cognitive achievement were not.

Burdman, Robert. The Effects of Four Intermittent Information Feedback Schedules on Error Rate, Recall, and Retention of Videotaped Programmed Instructional Materials. U of Oregon (Speech).

The purpose of this study was to determine the effects of intermittent information feedback schedules on content error rate, recall, and retention of videotaped programmed materials viewed under group-paced conditions. Subjects were undergraduate college students who volunteered for the study.

The two independent variables identified, intermittent information feedback schedules and programmed units had four levels each: FR2; VR2; FR3; and VR3 for the schedules, and four sections from *The Analysis of Behavior* by B. F. Skinner and J. C. Holland (McGraw-Hill, 1961).

The printed material was transposed onto four videotapes produced to conform with the feedback schedules. The task frames, with all prompts removed, were used as test materials.

A counter-balanced, 4 x 4 factorial design was selected for the study. Subjects were randomly assigned to four experimental groups. Measurements were taken on error rate while viewing the videotapes, immediately after viewing the videotapes, and on the seventh day after treatment. F statistics were used to test for significant differences at the 0.05 level.

Intermittent schedule effects were not significant; trend analysis indicated lower rates for the variable ratio schedules. The program units and the interaction effect were also not significant.

The results suggest that the program content may be operating as a feedback mode; error rates may be primarily influenced by the program structure and content, rather than by the feedback available through schedules. Discounting the differences between self-paced and group-paced, mediated programmed learning, the study supports the idea that externally manipulated feedback has little influence, if any, on error rate.

Freedman, Michael L., A Two-Stage Consulting Model for an In-Service Humanistic Education Program. Kent State U (Speech).

This study began with an in-service teacher training grant in humanistic education from the State of Ohio (Woldt, 1973). A two-stage consulting model for the training program was developed and field research was conducted to evaluate this model.

The Two-Stage Consulting Model was developed from literature on the Two-Step Communication Flow Model (Lazarsfeld, Berelson & Gaudet, 1948), on diffusion of innovations (Rogers & Shoemaker, 1971), and on organizational training in educational systems (Schmuck & Runkel, 1970). The literature predicts that change agents who are trained by a primary source (stage one) will be successful in influencing a target group (stage two).

The change agents were 42 educators in a suburban elementary school system while the target group was the remaining 240 educators of the same school system. The primary source was the program activities of a summer workshop and year-long follow-up conducted by ten Kent State University Consultants.

The results indicate that the primary source did increase the knowledge and positive attitudes of the change agents as a result of a two-week summer workshop. However, the primary source did not further influence the change agents' influence the knowledge or attitudes of the target group during the year-long follow-up. The results suggest a reformation of the Two-Stage Model: (1) "readiness" substages preceding each of the Model stages, and (2) utilization of both innovators and opinion leaders as change agents for influencing a target group.

Gundersen, Dennis F. Relationships Between Speech Delivery and Speech Effectiveness: An Empirical Study. U of Texas at Austin (Speech Communication).

Six speech delivery variables were discovered to be most frequently mentioned as causing speech effectiveness by both texts and empirical studies. These variables (volume, rate, voice quality, posture, gesture, and body movement) were operationalized in the light of pertinent literature and varied singly and by groups in ten speech conditions. The resultant videotaped presentations were validated and shown to over 220 subjects. The findings of this phase of the research indicated that speech delivery, as operationally defined, had no effect on attitude change, recall-comprehension, *ethos* trustworthiness, professionalism or objectivity. Significant differences were observed due to delivery in the *ethos* dynamism factor.

Subsequent studies using vitiated evidence in the speech indicated that in composition ineffective conditions, delivery contributed significantly to some measures of speech effectiveness. However, the greatest variance in all measures but dynamism came from the composition of the speech, with speech delivery being an augmenting variable in the low compositions.

Implications for the teaching and grading of speech are drawn. Implications for future research involving interactions of composition, delivery and *ethos* are suggested.

Hofford, James L. A Survey of Undergraduate Speech Communication Training Required of Secondary Level Trainees at Teacher Preparation Colleges and Universities in New York State, 1968-1969. Syracuse U (Speech Education), 1970.

This study had two aims: (1) to describe the total speech communication coursework required in 1968-69 within N.Y. State secondary level teacher preparation programs; and (2) to evaluate selected portions of that coursework and the semester hour requirements by comparing instructional objectives and subject matter emphases with a representative set of criteria for same within teacher preparation programs.

Criteria for evaluation of the required speech communication was developed by a judging panel of the ten "most knowledgeable speech educators currently active in American higher education," as voted on by a random sampling of the Legislative Assembly of the Speech Communication Association.

The results of the study are: (1) The judging panel medium preference for "minimum amount of total speech training for secondary level teacher prep. programs" was 6.75 semester hours, with the subject area considered "most important" that of "Group centered training" such as Group Discussion. (2) The survey of all 73 N.Y. state-wide colleges with teacher prep. programs (involving mail questionnaires to speech faculty and training supervisors with on-campus validation interviews) showed that the surveyed programs did not meet the minimal criteria levels of total speech communication training—either in total hours or in the area of group discussion skills. Average total hours required: 2.1 semester hours. (3) Findings also indicate inadequate amount of speech training required within the teaching methods coursework.

Ingram, David B. Videotape Self Confrontation in Teaching Communication Skills. State U of New York at Buffalo (Speech Communication).

The purpose of the study reported here was to attempt to compare the specific contributions of each of five stages of the "complete videotape self confrontation" (VTRSC) learning process. The stages were to (1) provide students with skill related information, (2) have them view a videotape recorded demonstration of the skills, (3) desensitize students to the VTR equipment, (4) provide practicum sessions with immediate VTRSC feedback.

It was hypothesized that the posttest skill performances of subjects receiving the "complete VTRSC training technique" (stages 1, 2, 3, and 5) would be siginficantly more effective than the posttest performances of subjects trained with other combinations of the technique.

Facilitative communication skills, as described by Gibb (1961), were taught to fifty undergraduate students enrolled in beginning speech communication courses. Immediately following his training, each subject participated in a defensive-provoking discussion.

Trained judges rated and ranked videotape recordings of the discussions in terms of the ability of the trained subjects to create and maintain a supportive climate. No significant differences were found among the ranks and ratings assigned to the subjects in the five treatment groups. The experimental hypothesis was not supported.

The following factors may have contributed to the failure to confirm the results of previous studies. (1) the complex nature of facilitative communication skills may require more intensive instruction, and (2) these skills may require a particular attitude set on the part of the student.

Jackson, Dale M. Implications of Empathy Research for Speech Communication. Indiana U (Speech).

In this inductive study a body of empathy-related research is reviewed for the purpose of identifying theoretical and pedogogical implications for a college-level, introductory course in speech communication. Empathy is viewed as both an affective and cognitive process involving the subjective entry into another's feelings, combined with a degree of objective distance. The results of studies conducted primarily in the fields of psychotherapy and counseling are summarized in several areas: the effects of empathy upon therapeutic relationships, communication, and teaching; methods devised to measure empathy and their relative validity; the variables which affect one's ability to be empathic such as personality factors, perceived similarity, age, sex, intelligence, and social schemas; and finally, empathy training methods and their comparative effectiveness.

It is suggested that speech texts have viewed empathy too simplistically and that communication theory is significantly affected by empathy research, especially in the areas of audience analysis and listening. When the teaching of speech communication is viewed in the light of empathy research findings, several conclusions emerge: the teaching of empathy in a speech classroom supports both contemporary communication theory and the central goal of communication skills improvement; the teacher's own empathic ability is an important, even necessary, prerequisite to students' empathic growth; research data identifying factors which influence an individual's empathic capacity help the student data provide a basis for choosing the most effective training methods to be adapted for the classroom.

McElhiney, Julie K. Lower and Middle Socioeconomic Class Children's Interpretation of Stimulus Sentences with Contradictory Message Cues. U of Southern California (Speech Communication).

The intent of this study was to investigate the interpretation of contradictory stimulus sentences (vocal versus verbal message cues) by lower and middle socioeconomic children. A methodological procedure was developed to examine Basil Bernstein's theory that lower and middle socioeconomic persons use and value restricted and elaborated codes, respectively.

It was hypothesized that lower class, restricted code users would use extraverbal cues to interpret contradictory sentences more often than middle class elaborated code users, and, conversely, middle class persons would use verbal cues more often than lower class persons.

The statistical design included two independent variables: socioeconomic class (middle and low) and stimulus message cue (verbal and vocal).

Subjects were forty middle and forty low socioeconomic class children (seventh graders).

A secondary question (forty subjects were black and forty white) was to study possible racial effects. The subjects listened to fifteen taped messages, nine of which were contradictory. Subjects responded to a question related to each taped message.

The data were analyzed by factor analysis to determine type of contradiction subjects responded to, and Chi square analyses were performed to determine verbal or vocal preference by class, and secondarily by race.

The results showed that there was no significant difference between middle and low class on contradictory stimulus items. In secondary analyses, there were significant differences between black and white responses on the contradictory items; white children responded significantly more often to verbal cues than did black children, and blacks responded significantly more often to vocal cues than did white children.

Parmenter, Carrol Irvin. Communication and Learning: A Programmed Unit Concerning the Relationships Designed for Use in Teacher Training Programs. U of Colorado (Communication).

This study shows that the role of the teacher is changing to that of a learning facilitator, but that teachers are not always prepared for this change. This is due in part to a lack of materials designed for use in teacher training which deals with relationships between communication and learning. The purpose of the study was to develop such materials in the form of a programmed unit of instruction.

The examination of communication and learning and relationships between them is carried out in the framework of process characteristics identified as goals, levels, and components. Sources of material are cited and development and evaluation of objectives and frames are explained.

The program is a scrambled-book, consisting of simple one-response frames, multiple-choice response frames, and open-ended frames. The latter require student-instructor interaction. The program moves from simple response to complex application frames. An instructor's manual accompanies the program and consists of a description of courses into which the program could be incorporated, a description of correlating activities, and an annotated bibliography of supplemental materials.

The study concludes by recommending the inclusion of course work dealing with relationships between communication and learning as a required part of teacher training programs. It also recommends that these courses be offered in Departments of Speech Communication. These recommendations are based on findings reported in the study and are followed by suggestions for further research.

Rowe, Wayne David. An Experimental Investigation of the Effects of Preferred Sensory Modality, Mode of Presentation, and Level of Difficulty Upon the Comprehension and Aesthetic Appreciation of Literature. U of Southern California (Speech Communication).

The research findings regarding the comparative effect upon comprehension of single versus multichannel presentations have been divided between those which have found no advantages in audio-visual presentations over single channel presentations and those which have supported the superiority of audio-visual presentations. As regards channel effects upon aesthetic appreciation, the findings are divided between those who have found greater aesthetic appreciation in audio-visual presentations and those who have found it in single media presentations. Several communication researchers have pointed out the need to consider individual preferences for modality as a possible factor responsible for these inconsistent findings.

Subjects (totaling 132) were assigned to one of our sensory modality preference classifications (i.e., High-Auditory-High Visual; High Auditory-Low Visual; Low Auditory-High Visual; Low Auditory-Low Visual) on the basis of their performance on the visual and auditory subtests of the Cappon and Banks sensory Quotient Test. After random assignment to one of three treatment conditions (auditory, visual, or auditory-visual), subjects were given four literary selections of varying difficulty levels. Percentage-right comprehension scores and aesthetic appreciation ratings were determined.

Findings of this investigation indicate that the comprehension and aesthetic appreciation of literature are not a function of the interaction of preferred sensory modality, mode of presentation, and level of difficulty. The implications for the teaching of literature are that, as operationalized here, there are no significant differences between the auditory, visual, and audio-visual modes of presentation in terms of the comprehension and aesthetic appreciation of literature. Furthermore, the findings suggest that more needs to be done in modality preference research before any definitive conclusions can be reached about the utility of the modality preference construct.

Watkins, Charles E. White Teachers' Evaluations of Black Children's Speech. U of Texas at Austin (Speech Communication).

Previous research suggested teachers' evaluations of the ethnicity of black children's speech depended in part on the teachers' expectations, the teachers' exposure to Black English, and the teachers' language attitudes. Therefore, a linear model was constructed to test hypotheses pertaining to the contributions and interactions of these variables. The evaluations of children on videotapes, the expectations for stereotypical children, the exposure to speakers of low and middle status groups, and the language attitudes pertaining to the linguistic acceptability and classroom permissability of Black English were measured for 99 Austin teachers. Statistical analysis revealed that expectations, exposure, and language attitudes contributed to variations in evaluations, that expectations and evaluations were linearly though not directly related, that ratings are biased in the direction of most exposure, that favorable language attitudes are associated with favorable evaluations. Implications of these findings concern the interpretation of previous studies, the design of future research, and the education of future teachers.

Wilcox, Ethel M. Socio-Economic Factors of Counterattitudinal Advocacy. Bowling Green State U (Speech), 1973.

It has been observed that socio-economically disadvantaged students are entering colleges and universities in ever growing numbers and that for these students in particular, communication skills are crucial for social, academic and vocational success. However, a review of the literature suggests that little is being done to increase the communication skills of these students.

This study was designed to aid the speech-communication teacher and others interested in increasing the communication skills of the socioeconomically disadvantaged student. Two primary concerns of the study were: How do attitudes of low and high status subjects compare on 25 selected social issues; and what is the effect of reward in effecting attitude change following counterattitudinal advocacy?

The above questions were studied by utilizing a 2 x 3 factorial design. Subjects were classified as high or low status on the basis of parental education, occupation, and home area. Experimental subjects engaged in counterattitudinal advocacy were given no reward, an immediate reward ($1.50) or the promise of a reward (delayed reward of $1.50 to be sent a month after the study took place). Control group subjects took only the pretest and the posttest. Findings of interest included the following: (1) on nine of the 25 social issues there was a difference of attitude of high and low status subjects; (2) in all experimental cells, counterattitudinal advocacy produced signifiant attitude change; (3) rewards led to greater attitude change than did no rewards; and (4) status did not significantly effect the amount of attitude change.

Wismer, Jack N. The Effects of Evaluation and Self-Esteem Upon Task Performance. Denver U (Speech Communication).

The purposes of this study were to determine: (1) the effects of positive and negative evaluations and the influence of a person's level of self-esteem upon individual task performance, and (2) the utility of cognitive consistency and social approval theories in explaining and predicting these effects. The study involved two types of evaluation, positive and negative, and three levels of self-esteem; low, medium, and high. Favorable and unfavorable judgments on evaluation forms were randomly assigned to subjects.

It was hypothesized that the effect of evaluation on the task performance of medium self-esteem subjects would differ significantly from the effects of evaluation on the task performance of high and low self-esteem subjects. It was also hypothesized that medium self-esteem subjects who received positive evaluations would have a higher task performance score than medium self-esteem subjects who received negative evaluations.

The findings did not support the hypotheses. It was also found that the task accuracy scores were not significantly different for each level of self-esteem. However the responses of high and low self-esteem subjects on the post experimental questionnaire supported cognitive consistency theory. The implication is that evaluation may affect the attitudes of individuals with different levels of self-esteem, but not necessarily the person's task performance.

Interpersonal and Small Group Interaction

Anatol, Karl W. E. An Experimental Investigation into the Effects of Interviewer Race, Status, and Subjects' Social Classification on Opinionnaire Responses of Black Interviewees. U of Southern California (Speech Communication).

This study attempted to assess the effects of subjects' social class, and an interviewer's race and status, on black interviewees' opinionnaire responses.

Experimental subjects (40 lower social class, and 40 upper social class blacks) were interviewed by two interviewers (black and white) who alternated between high and low status conditions. The interview agenda consisted of questions equated for content, duration, and ambiguity-specificity level. The hypotheses—based on differences in opinionnaire response scores—were tested in a 2 x 2 x 2 factorial fixed-effects analysis after-only design.

The results demonstrated that the race and status of the interviewer exerted a different influence on the responses of upper social class blacks from the influence exerted on the responses of lower social class blacks. All three main effects—subjects' social class, interviewer's race, and interviewer's status—and their interactions were significant.

The findings of the study were explained under terms of an "interviewer-interviewee co-orientation" hypothesis. An interviewee's co-orientation with an interviewer would seem to be a major influence on his willingness to give accurate responses. Another explanation for the behavior of both types of interviewees may be derived from the interviewee's perception or attribution of a subjective-, or an objective-similarity between himself and the interviewer. Accuracy of responses in an interview may depend on the extent to which interpersonal similarities are perceived as having instrumental value for the interviewee.

Bethel, James A. Mand and Tact Attribution as a Product of Antecedent and Consequence Interaction in a Persuasive Communication Setting. Oklahoma U (Speech Communication).

This study sought to resolve the incentive theory-dissonance theory controversy by way of a new and extended operationalization of Bem's (1965) concepts of manding and tacting behavior as they relate to the attitude attribution process.

A three-factor interaction was hypothesized on the basis of a review of the literature in the counter-attitudinal-advocacy paradigm. The hypothesis stated: "There will be an interaction effect upon subjects' attitude attributions when exposed to a message under differing environmental conditions, as indicated by two levels of antecedent content, consequence awareness and consequence valence." Manipulations were carried out in a Bem-type simulation. Experimental procedures produced an n-size of 100 subjects, randomly selected and assigned to 10 conditions: Antecedent (tact/mand), Awareness (unforeseen/foreseen), Valence (positive/negative). A two-level (tact/mand) no-consequences control condition was also utilized.

The three-way ANOVA failed to confirm the hypothesis in an attribution-of-attitude-consistency-to-another condition, but sustained the predicted three-factor interaction in two instances of observers' own attitude responses. Data results provided clarification of the incentive-dissonance controversy and generated twelve informally stated hypotheses.

A modification of the Bem theory was advanced to the effect that self-attribution and other attribution processes are functionally different, due to the presence in the former and absence in the latter of a subjective preoccupation with autonomy derived from the illusion of freedom.

Betty, Samuel A. Some Determinants of Communication Network Structure and Productivity: A Study of Clinic Staff Interaction in Two Philippine Family Planning Organizations. Michigan State U (Communication).

This study approaches the problem of the place of network structure variables in developing a theory of organizational communication. Structure is viewed as a mediating variable between communication relationship variables and productivity.

The subjects for the study were the clinic personnel of two family planning organizations in the Republic of the Philippines, one private and the other a government agency. The final sample contains 41 clinics and 138 persons. The sample of clinics was chosen systematically by varying distances from Manila.

The data were obtained from three sources: (1) clinic records, (2) questionnaire measuring communication relationship variables and sociometric responses on communication contact, and (3) questionnaire measuring control variables.

It was predicted that the higher the subordinate-perceived control in the supervisor subordinate relationship, the higher the frequency of interaction in the relationship. Agreement on information priority and information dependence were hypothesized as positively related to frequency of interaction among work group members. Information quality and hierarchy credibility were hypothesized as negatively related to frequency of interaction. As a heuristic device, a hypothesized path model is suggested as representing the direct and mediated effects in the study.

Group connectedness and group embeddedness were hypothesized as positively related to productivity. Group dominance was hypothesized as negatively related to productivity.

Two hypotheses were accepted. Information quality was found to be negatively related to frequency of interaction and information dependence positively related to frequency of interaction in work groups. Generally the study does not support the contention that network structure variables mediate the effects communication relationship variables.

Clarke, F. Patrick. Interpersonal Communication Variables as Predictors of Marital Satisfaction-Attraction. Denver U (Speech Communication), 1973.

The purpose of this study was to examine the relationship between perceived interpersonal perception and marital satisfaction-attraction. Most specifically, the study sought to determine which of the three independent variables was the best predictor of satisfaction-attraction in relationships of different duration.

One hundred and forty-eight couples were assigned to categories on the basis of the length of their relationship. Four self-report scales were completed by the subjects. The measures included: a perceived confirmation inventory, an intimacy-scaled self-disclosure scale, a measure of direct interpersonal perception, and a measure of satisfaction-attraction. Step-wise multiple linear regression procedures were applied to the data to determine which of the independent variables was the best predictor of the dependent variable in the different stages.

The results of the study indicated that, regardless of the length of the relationship, perceived confirmation was the best predictor of satisfaction-attraction. In Stage 1, (1 to 3 year relationships) perceived confirmation accounted for 53 percent of the variance in satisfaction-attraction thus confirming Hypothesis 1. In Stages 2 and 3 similar results were found. Perceived confirmation accounted for 43 and 50 percent of the total variance respectively. Hypotheses predicting the greater influence of self-disclosure in Stage 2 (4 to 6 year relationships) and of congruent perception in Stage

3 (relationships over 6 years old) were rejected. The contribution of self-disclosure and congruent perception to the total variance in all three stages was negligible.

Crawford, Harold E. A Descriptive Analysis of the Employee Appraisal Interview in the Industrial Organization. U of Minnesota (Speech-Communication).

This study focuses on how measures of appraisal interviews are interrelated, and what dimensions underlie those relationships. Within previous literature there exists a complex array of potentially relevant criteria related to the content, process, and results of appraisal interviews.

Twenty-eight measures of content, process, and results collected from 168 supervisor-employee pairs were factor analyzed. Eight factors emerged, accounting for 70.5% of the variance. The first four factors, explaining 50.5% of the variance, appear to be more relevant than the last four factors. Those first four factors, the variance explained, and the reflected measures, are: *pathos*, 21.1% (employee's feeling about the interview and the rating; atmosphere during the interview; supervisor's understanding of employees' views; extent of praise); *disapproval*, 14.5% (number of weaknesses discussed; perceived and actual consensus of weaknesses; comprehension of negative information; extent of criticism); *approval*, 8.2% (number of strengths discussed; perceived and actual consensus of strengths; comprehension of positive information); *rating*, 6.7% (employee's self-rating; supervisor's overall rating of the employee; comprehension of the overall rating).

Located within these first four factors were 75% of the content variables, 83% of the result variables, and only 35% of the process variables.

The remaining factors and the variance explained are: participation (5.6%); advice (5.1%); time (5.0%); salary (4.3%).

Also included in the findings were several unanticipated variable relationships. One example is employee satisfaction wtih the salary increase received was not related to any other study variable.

Crouch, Wayne W. Dominant Direction of Conjugate Lateral Eye Movement and Responsiveness to Facial and Verbal Cues. Michigan State U (Communication).

The research focuses on (1) facial cues and verbal cues and (2) a characteristic eye behavior of communicators. The latter is seen as relating to individual information processing and is referred to as conjugate lateral eye movement (CLEM). It occurs when a subject breaks eye contact to think prior to answering a question. The dominant direction of movement (right or left) seems to be an indicator of a variety of communication behaviors and information processing styles.

Previous research suggests that individuals vary in their relative responsiveness to different types of communicative cues. The present research focuses on difference in relative responsiveness to facial and verbal cues when the feelings of another person are being judged.

The findings suggest that a theoretically predicted relationship exists between (1) dominant direction of conjugate lateral eye movement and (2) relative responsiveness to facial and verbal cues. The theoretical rationale for expecting such a relationship is based on the double-dominance model of information processing styles (Bakan, 1969 and 1971). The findings contradict observations made in a clinical setting by Day (1967).

An additional finding is that females are more responsive to facial cues, and males are more responsive to verbal cues.

Because of limitations of the measuring instruments used, the results of the study should be considered suggestive rather than conclusive.

Daniels, Wayne W. Communication and Conflict: The Roles of Meaning and Discussion. U of Colorado (Communication).

A field experiment was performed to investigate the effects of meaning and discussion on the reduction and resolution of interpersonal conflict. The form of conflict under study was that which ensues from discordant thought—cognitive conflict—between two adults in a non-competitive situation.

The study involved a two-staged design: (1) The preinter-action measurement and classification of 30 subject-pairs on the basis of denotative and connotative meaning relationships concerning a realistic political issue. (2) An interaction sequence requiring individual judgments and joint decisions on the same issue.

The results were: (1) The overall effect of discussion was to lower the mean level of conflict. (2) A general trend to conflict reduction by all subject-pairs was followed by a trend toward increased conflict. (3) Denotation and connotative meaning similarity were both required to support continued conflict reduction across the entire interaction sequence. (4) An initial trend to increased effectiveness of persuasion in joint decision making by all subject-pairs continued for connotatively similar diads, but was replaced by a trend to increased use of compromise to resolve judgmental differences by connotatively different diads in the latter portion of the interaction sequence. (5) The higher status member of each diad tended to defer to the lower status member in the resolution of differences by persuasion.

The study reflects a multidisciplinary view of communication. It bridges between laboratory research in social psychology and pragmatic, as well as theoretical, interests in the area of interpersonal conflict.

Dodd, Carley H. Predictive Correlates of Innovativeness in the Diffusion of a Non-Technological Innovation in an African Setting. Oklahoma U (Speech Communication).

The purposes of this study were to examine correlates of innovativeness in the cross-cultural diffusion of a non-technological innovation and to compare those results with research predicting technological diffusion. The innovation measured was the adoption of individual membership in Churches of Christ.

A field survey in Ghana, West Africa yielded 422 subjects. Nine predictor variables were correlated with innovativeness using multiple and partial correlations.

The results of the study were as follows: (1) Of the nine predictor variables tested (social interaction, cosmopoliteness, degree of literacy, newspaper exposure, magazine exposure, age, education, opinion leadership, and village size), age, newspaper exposure, and village size accounted for the most amount of explained variance (16.11%). (2) Of the nine predictor variables only age and village size were uniquely and significantly correlated, though negatively, with innovativeness. (3) When compared with results from previous diffusion research predicting innovativeness, the present study compares low. One explanation is that the utilization of variables from technological innovation diffusion research is inappropriate for non-technological diffusion research. (4) Post-hoc analysis also indicated a non-linear relationship between village size and innovativeness (eta= .667). (5) When subjects were split into residents of large and small villages, through additional post-hoc analysis, variance explained increased up to 12 percent.

Epstein, Steven L. The Acceptance and Evaluation of Belief Statements as a Predictor of Changes in Beliefs and Attitudes. U of Illinois at Urbana-Champaign (Speech Communication).

Operating from the assumptions of Fishbein's summation theory of attitudes, the purpose of this study was to determine how a subject's reaction to belief statements in a message influences his beliefs and attitudes.

Subjects listed their beliefs, the strength and evaluation of each belief, and their attitude toward several groups of people. Two weeks later subjects received one of several messages, consisting of nonsalient belief statements, about one of the groups of people. Subjects responded to each belief statement in terms of the degree of acceptance or rejection and the degree of positive or negative evaluation. This was followed by the measures of the first session.

No differences were found in the following dependent variables: (1) the number of message-related additions to and deletions from an individual's belief hierarchy, (2) the number of recipient-generated additions to and deletions from an individual's belief hierarchy, (3) the magnitude of the absolute value of the message-related changes in belief strength-evaluation, (4) the magnitude of the absolute value of the recipient-generated changes in belief strength-evaluation, and (5) the absolute value of post-message attitude.

Two research hypotheses were supported: (1) reaction to a message was found to be positively related to both message-related and recipient-generated changes in belief strength-evaluation, and (2) both message-related and recipient-generated changes in belief strength-evaluation were positively related to post-message attitude. No difference was found in the ability of message-related or recipient-generated changes in belief strength-evaluation, and (2) both message-related and recipient-generated changes in belief strength-evaluation were positively related to post-message attitude. No difference was found in the ability of message-related or recipient-generated changes in belief strength-evaluation to predict post-message attitude.

Ewbank, Kathryn B. A Study of Some Factors That Affect Patterns of Communication in a Natural Group. Oklahoma U (Speech Communication).

This study describes communication patterns in a natural group under formal leadership, compares observed patterns to those previously reported, and investigates effects of seating arrangements, team assignments, and clique formation.

Data were obtained at an NSF-sponsored Institute on Case Methods in Engineering, Stanford University, August-September, 1967. Subjects were sixteen students enrolled in an engineering problems course, plus the professor(s) who conducted the seminar—a seventeen-member group. Data consist of tape recordings, observers' logs, and students' responses to sociometric questionnaires. Conclusions are based on detailed analysis of twelve selected sessions.

Interaction profiles disclosed roughly half active, half reactive behavior. A who-to-whom matrix preserving individual identities showed significant concordance among rankings for total interaction initiated, received, addressed to the group, and addressed to individuals, plus reliable decreases in cell values across rows and down columns. Within-and between-session phase movements appeared extremely sensitive to leadership differences and discussion content. Statistical tests showed a significant meeting x seating interaction when seating arrangements were changed, and a significant meeting main effect when team assignments were made. Sharp differentiation in participation, supposedly characteristic of larger groups, did not occur. Participants consistently used more than twenty percent of available two-person channels. These findings are interpreted as due to formal leadership, clique formation, or both. Within cliques, on three criteria leaders were perceived as more competent than members, and members than non-members.

Results suggest generalizations based on small, laboratory groups may be more widely applicable than has been assumed.

Fish, Sandra L. A Phenomenology of Woman. Southern Illinois U (Speech).

An individual's sexuality, the meaning he or she gives to masculinity or femininity, is an integral part of his or her personal identity, formed by and revealed through communication with other individuals. This study, an exploratory attempt to determine the meaning of femininity as reflected in the verbal statements of a group of women, addressed two major questions: (1) What does it mean to be a woman? and (2) How can such meanings be obtained?

The methodology used for the study was a phenomenologically based participant observation in which the author-researcher was a member of a women's consciousness-raising group which had as its goal the exploration of the question, What does it mean to be a woman? The nine four-hour sessions were audio-taped and transcribed, resulting in a 400 page transcript which was examined from a phenomenological perspective.

An examination of the transcript revealed four major categories discussed by the group: feelings about other women, self-perception, feelings about men, and feelings about motherhood and children. The conversations of the women were synthesized into four primary statements corresponding to these categories. The overriding theme which emerged from this study was the desire of the women in the group to transcend the limiting female social role characterized by passivity. The meaning of femininity revealed here adds a significant dimension to the understanding of female sexuality.

Fitz-Enz, John A. A Study in Organizational Communications: The Relationship of Age, Organizational Level, and Functional Assignment to Receiver Satisfaction, Interest, and Preferred Means of Transmission. U of Southern California (Speech Communication).

This study was an investigation of one manifestation of the individual/organization interface, namely the organization's communications system.

Schein's psychological contract with its exchange theme served as the foundation construct of the research. Organizations typically pass downward what information they choose to disclose to the employees but they seldom do an effective job of drawing information upward from below. Research has shown that, as a result, senior management has an incomplete and incorrect picture of the attitudes, needs, and feelings of the employees.

By surveying over 1,000 officers of a large west coast bank this study sought to discover the attitudes they had toward the quality and quantity of information which the bank's formal communications system provided. Specifically it looked at the impact that age, organization level, and functional assignment had on receiver interest, satisfaction, and prefered means of tranmission.

Four generalizations were drawn. One, interest was highest in topics of a personal nature. Two, age was the strongest predictor among the three demographic variables. Three, young officers were less satisfied than were older officers with the communications of the bank. Four interests change slowly but significantly, with age.

Freimuth, Vicki S. The Effects of Communication Apprehension on Communication Effectiveness. Florida State U (Speech Communication).

The effects of senders' apprehension upon receivers' ratings of communication effectiveness were investigated in this study.

Schachter's (1964) theory of emotions provided a framework in which to understand the intrapersonal nature of communication apprehension. The following research hypothesis was examined: "Physiological, psychological, and verbal behavior indices of communication apprehension can predict comprehension, perception of speaker credibility, and ratings of speech effectiveness."

The stimulus materials were videotapes of the first minute of 85 different students expressing their views on women's liberation. Measurements on all the indices of communication apprehension had been taken on these students as the videotapes were being prepared. In this study, each of these one minute videotapes was shown to a single receiver. Each videotape was shown twice so the number of subjects in this experiment totaled 170. These receivers watched the videotape and filled out forms measuring their comprehension, perception of source credibility, and ratings of speech effectiveness.

Results obtained from regression analyses provided support that the indices of communication apprehension could predict all the communication effects except one, perception of character. Even though the predition equations were significant, the amount of variance explained in each of these communication effects was small.

Canonical correlation provided additional insights into these results. The strongest relationship between the set of communication apprehension variables and the set of communication effectiveness variables indicated that individuals who reported high apprehension experienced much silence in their speech and received low ratings on language facility, vocal characteristics, and general effectiveness.

Ganim, Charles J. A Critical Analysis of the Leadership and Communication Styles of Elected and Appointed Officials in a Town Government. State U of New York at Buffalo (Speech Communication).

The purpose of this study was to analyze the relationships of eight factors related to officials in town government to two organizational variables—leadership style and interpersonal communication style.

A field study methodology was chosen, including review of documents, direct observation, structured interviews, and surveys administered to the officials and their direct subordinates.

For the factors of elected and appointed officials, part-time and full-time positions, limited and permanent terms of office, high school and college degrees, few and many subordinates and high and low regulation influencing decision-making, the town officials were divided into two groups each according to defined criterion. The mean scores from the surveys were calculated and compared using a *t*-test.

The officials were also ranked according to the criterion for the factors of number of years in office and official's age. For these, the *r* correlation coefficients were calculated.

The results from the viewpoints of the officials and their direct subordinates were consistent in affirming two statistically significant relationships: (1) Full-time officials have greater interpersonal communication with their subordinates than part-time officials. (2) Officials with high school degrees have greater interpersonal communication with their subordinates than officials with college degrees.

Other results which demonstrated less conclusive relationships were: (1) Officials who tended to have more of a team style leadership had full-time positions, high school degrees, fewer subordinates, low regulation influencing decision-making, or limited terms of office. (2) Officials who intended to have greater interpersonal communication with their subordinates were appointed or had fewer subordinates.

Gothberg, Helen M. User Satisfaction with a Librarian's Immediate and Nonimmediate Verbal-Nonverbal Communication. Denver U (Speech Communication).

The purpose of the investigation was to explore the effect of a reference librarian's immediate and nonimmediate verbal-nonverbal communication on a library user's satisfaction with the reference process.

The sample in the study was made up of two reference librarians who were trained to act as accomplices, and 60 public library users involved in an information search.

The study was conducted in the reference area of a county public library. Each librarian accomplice randomly responded to fifteen reference interviews with immediate communication and fifteen interviews with nonimmediate communication.

Data from questionnaires were analyzed in an ANOVA$_2$ computer program with the following results: It was found that a library user who is exposed to the immediate verbal-non-verbal communication of a librarian expressed more satisfaction with the reference interview and with his or her own performance in negotiating the reference question; than a user exposed to a librarian's nonimmediate communication. No significant difference was found for a library user's satisfaction and the transfer of information when exposed to be immediate-nonimmediate communication of a librarian.

Hill, Susan E. Kogler. Interaction Synchronization, Attitude Similarity, and Attraction. Denver U (Speech Communication).

This study was undertaken to investigate the effects of different levels of attitude similarity (a verbal variable) and synchronization (a nonverbal variable) on interpersonal attraction. Synchronization, an interaction variable, has been defined as the compatibility of rhythms between individuals. If two people are synchronized, their spoken communication will be free from interruptions and long silences; if two people are asynchronized, their spoken communication will contain interruptions and/or long silences.

The specific purpose of the investigation was to determine: (1) the effects of attitude similarity on attraction, (2) the effects of synchronization on attraction, and (3) the relative effects of attitude similarity and synchronization on attraction in the initial phases of a relationship. Experimental interviews were conducted by four trained interviewers on 96 University of Denver students. Each student was randomly assigned to one of four experimental conditions: (I) Agreement/Synchronization, (II) Agreement/Asynchronization, (III) Disagreement/Synchronization, and (IV) Disagreement/Asynchronization. Following the interviews the subjects were asked to complete the McCroskey-McCain (1972) attraction measure for two factors of attraction, task and social. Two-way analysis of variance was used to analyze the data.

Expressed attitude agreement (attitude similarity) was found to affect social attraction scores but not to affect task attraction scores. No effect for synchronization on attraction (task or social) was found. The variable of agreement had the greater effect on attraction in the initial phases of the relationship.

Hooker, Sharon L. A Study of Power, Authority, Leadership, and Communication in a Student Activities Organization. Southern Illinois U (Speech).

The purpose of this study was to determine the nature of power, authority, and leadership operating within the formal and informal dimensions of the Student Activities Center at Southern Illinois University at Carbondale as revealed by the communication within the organization.

The methodology and analysis of data for the study were based upon an examination of five aspects of the organization: the formal structure, the informal system, the external and internal communication, the power relationships in both the formal and informal systems, and the need for change.

The conclusions of this study were: (1) Institutionalized power and authority gained its source in the formal system and its interconnections with the University's formal organization; (2) Benign power and authority eminated from the unique competencies and abilities of individuals and was present almost exclusively in the informal system; (3) Assigned leadership was designated by the formal system and functioned primarily to deal with those relationships outside of the organization; (4) Emergent leadership manifested itself in response to specific issues and individual competitiveness and was limited only to internal problems; (5) Individuals within the organization were viewed as "defensive communicators" as exhibited by mis-managed communication, uncertainty regarding rights to communicate, and explanations for decisions and problem solutions becoming justifications.

Change for this organization was necessary as based upon the conditions that existed regarding defensiveness of communication, punitative qualities of power and authority, political-interpersonal relationships, tentativeness of relationships between the formal and informal system, and leadership being based on power and authority.

Isaacson, Frederick W. The Effects of Defensiveness and Involvement on the Acceptance of Fear Arousing Communications. Denver U (Speech Communication), 1973.

The explanations accounting for the varying effects of high and low fear appeals seem to fall into two classes of variables, those dealing with defensive reactions and those dealing with involvement. It has been argued that these two classes of variables may determine under what conditions low threat is more likely to be effective and under what conditions high threat is more likely to be effective in creating attitude change.

In accordance, this experiment examined two variables which were predicted to interact wtih threat in respect to attitude change, defensive stimuli (as defined by Sarnoff's psychoanalytic theory) and involvement (as defined by McLuhan's theory of media involvement).

The research objectives for this study were to determine whether: (1) levels of defensive stimuli (high and low) affect the acceptance of fear appeals; (2) levels of involvement (high and low) affect the acceptance of fear appeals; (3) combinations of defensive reactions and involvement affect the acceptance of fear appeals.

The principle findings of this study were that (1) high fear was found to produce greater attitude change than low fear; (2) no two-way interaction effects were found among possible combinations of any two of the three independent variables; and (3) no three-way interactions were found among the possible combinations of the three independent variables.

Kelley, Robert L. An Experimental Study of the Influence of Role-Taking Ability on Selected Communication Behaviors in a Dyadic Communication Situation. Kent State U (Speech).

This research project attempted to learn how role-taking ability influences interpersonal comunication behavior. Role-taking ability was the independent variable and was operationalized through the Elms Empathic Fantasy Scale. Dependent variables included: communicator effectiveness, persuasibility, credibility, Machiavellianism, and a role-taking competence scale comprised of several categories.

The subjects were male and female undergraduates enrolled at Kent State University (1973-74). The experimental task was an employment interview. Half of the subjects played the role of a company representative and the other half played the role of applicant. Each interview was videotaped. The videotapes were analyzed via interaction process analysis modified to assess role-taking competence. The interaction process analysis served as a check upon the validity of the Elms scale of role-taking ability. Several criterion measures were administered following the employment interview task to test the influence of role-taking ability upon each dependent behavior.

Based on the experiment, several inferences were made. This research provides no evidence that role-taking ability influences communicator effectiveness, persuasibility, credibility, or Machiavellianism. The observed lack of influence may have been due to either imprecise measurement of dependent variables or the peculiar nature of the experimental task. This research does provide substantial verification that the Elms scale has validity as a measure of role-taking ability. Finally, role-taking ability was found to predict the following communication behaviors: cooperation, agreement, asking for criticism, asking for information, and a reluctance to give information. A modified Interaction Process Analysis format was used to measure the incidence of these behaviors.

Kidd, Virginia V. Happily Ever After and Other Relationship Styles: Rhetorical Visions of Interpersonal Relations in Popular Journals, 1951-72. U of Minnesota (Speech Communication).

How popular culture influences meanings individuals give human interchange is exemplified in the popular magazines' advice for relationships. This dissertation examined a ten percent random sample of all articles discussing human relations listed in *Reader's Guide* for the last twenty years. These articles revealed two rhetorical visions of interpersonal relations.

Vision I dominated the 1950s and early 1960s. It standardized meaning and dramatized characters in prescribed behaviors. Characters related through traditional male-female roles (with the woman as nurturer, mother, homemaker, and the male as aggressive provider for the home), and interacted through norms which were designed to allow individuals to create good impressions on the interpersonal marketplace by appearing polite, tactful, and nonconfrontive.

Vision II evolved in the late 1960s and continues to gain strength in the 1970s. Characters in Vision II related in a constantly changing world where meaning was negotiated rather than known. Talking together was emphasized in the search for meaning as was self-knowledge, involvement, and confrontation. Social institutions were de-emphasized.

How influential popular magazines are is debatable. Certainly they offer readers models of behavior and provide interpretations of communicative acts. These models reflect and can influence popular standards. More importantly, they indicate what meaning is to be given to human interaction. As such they demand examination by communication scholars.

Looney, Sara C. The Effects of Ego-Involvement On Perceptions of Balance In Interpersonal Communication. Denver U (Speech Communication).

The purpose of this study was to investigate the effects of varying levels of ego-involvement on subjects' perceptions of balance in a dyadic situation. Perceptions of balance were operationalized as scores on measures of attraction, satisfaction, and "need to change partner's opinion."

The research hypotheses tested were: (1) Mean attraction scores and mean satisfaction scores for slightly involved subjects are significantly greater than mean attraction and mean satisfaction scores for highly ego-involved subjects. (2) Mean need to change partner's opinion scores are significantly greater for highly involved subjects than for slightly involved subjects.

Twenty-three highly ego-involved dyads, in which subjects had opposing orientations on an issue, and forty slightly ego-involved dyads, discussed an eight item list of statements for fifteen minutes. Following the interaction each subject filled out a questionnaire containing the attraction, satisfaction, and "need to change partner's opinion" indicators. Trends were in the hypothesized direction but the results failed to achieve the level of significance required to reject the null hypotheses. However, a third group of forty-two dyads with same rather than opposing orientations was compared to the highly ego-involved group whose attitudes were more discrepant toward the issue. These highly involved dyads were significantly more satisfied with the task than the "same orientation" dyads.

The one implication of the findings is that discrepancy levels may be a variable more important to balance theory than ego-involvement levels. A second implication is that balance theory may profit from the addition of ego-involvement to explain some satisfaction outcomes.

Lunz, Mary E. Th Effect of Overt Dramatic Enactment on Communication Effectiveness and Role Taking Ability. Northwestern U (Speech).

The purpose of this study was to investigate the influence of participation in overt dramatic enactment on communication effectiveness and covert role taking ability. The role taking theory of communication, which was the foundation of this study, postulated that role taking is an intervening process in message encoding which encourages effective communication of meaning. It further postulated that the skill of covert role taking can be trained through experience in overt, dramatic enactment.

This theory was tested with a 2 x 2 x 3 factorial design with a repeated measure on the last factor. The independent variables were: (1) Treatment group: experimental and control; (2) Role taking ability: high and low; (3) Performance across trials of the Communication Task. The dependent variables were communication effectiveness and role taking ability as measured by: (1) the Communication Task; (2) the Password Game; (3) the Role Taking Task.

The subjects were thirty-nine seventh grade students, twenty male and nineteen female. The experimental group received ten experiences in overt dramatic enactment while the control group attended regular Language Arts classes. Both groups were administered the dependent measures simultaneously.

The results of this study were mixed. Analysis of the data revealed that the experimental group did improve over time in communication ability as measured by the post-test of the Communication Task while the control group remained at the same level of performance. No differences between the groups were found for the Password game or the post-test of the Role Taking Task.

McDermott, Virginia A. The Development of a Functional Message Variable: The Locus of Control. Michigan State U (Communication).

This thesis directed itself to the development and test of a functional message variable in a model of persuasive appeals. Four propositions were put forward to justify the delineation of a functional message variable along three loci of control: (1) There exists a subset of human behaviors which may be described as governed by choice. (2) The determination of the criteria for choice in these situations requires symbolic manipulation. (3) The self-concept is one fruitful mechanism for explaining criteria formation through symbolic manipulation. and (4) The self-concept suggests the presence of a message variable which distinguishes the locus of responsibility along physical, psychological or social reality.

The model hypothesized that a functional message variable which argued for the performance of some act based on physical, personal or social considerations which were consistent with the individual's locus of responsibility would exert a causal influence on one's self-concept which, in turn., would result in attitude change (contingent upon the initial mass of information of the attitude). The data from the study tend to support such a conclusion. The beta weights for two of the three indices of self-concept were statistically significant ($p < .005$). Nonetheless, total variance explained is low (.16). Problems encountered with scaling techniques suggest that improvement here is needed, and specific suggestions are made in this regard. With these improvements, a replication of the present study would provide sufficient information either to provide strong support for the model or to suggest an alternative.

McMahan, Eva M. Cognitive Complexity and Nonverbal Communication in Impression Formation. U of Illinois, Urbana (Speech Communication).

This study investigated the role of nonverbal cues in impression formation and person perception by asking how persons attend, perceive, and resolve incongruent verbal and nonverbal cues.

Subjects high or low in initial level of cognitive complexity were presented one of four experimental messages. The four messages were prepared by factorializing dominant and submissive verbal messages with dominant and submissive nonverbal cues. After viewing a two-minute videotape, subjects wrote their impressions of the speaker, reconstructed her message, rated the attitudes conveyed by the speech and then by the speaker on ten semantic differential type scales, and answered a number of specific questions concerning perceptions of the speaker's statements and intentions.

The various dependent variables defined from these responses were analyzed relative to three major research foci: (1) the dominance of nonverbal cues in social interaction; (2) the ability of subjects to discriminate in judgments concerning the speaker and her speech; and, (3) the recognition and resolution of incongruent verbal and nonverbal cues in impressions of the speaker.

The results were: (1) The dominance of nonverbal cues over verbal cues in social communication is mediated through attributions concerning the character and intentions of the communicator. (2) Subjects differentiated between speaker and her message when asked to judge the speaker's sincerity and intentions in making specific statements. (3) High complexity subjects formed impressions which were more highly organized, were more differentiated, and included a greater proportion of psychological constructs than those of low complexity subjects.

The research clearly indicated the merit of investigating the function of nonverbal cues in communication from a constructivist impression formation perspective.

Murrow, Wayne L. A Descriptive Study of the use of PROANA 5: A Computerized Technique for the Study of Small Group Interaction. U of Oklahoma (Speech Communication).

Students of small group communication are concerned with the variables involved in communication networks and structure which interact with or impinge upon most other variables of the small group process. Therefore, the purpose of this study was to generate both point and interval estimates of frequency of occurrence of the seven variables of PROANA 5. A second purpose was to determine the expected pattern of interaction when plotting interaction by two-minute intervals. This Process Analysis (PROANA 5) technique is a computerized program designed by William B. Lashbrook in 1967.

The subjects ($N = 40$ 5-man groups) were randomly selected from the student body of Bethany Nazarene College. Based on class membership percentages, a stratified sampling technique was used. The generalizability of the findings is possible to both the entire student body and to the fixed stratified factors.

In all but two of the variables, the proportion of the occurrence met expectations and supported the PROANA 5 assumptions. The two exceptions were the balance of participation and the isolation variables. An equal number of the discussions were balanced and "rushed". When the data were compiled into one interaction curve, the resulting shape was "rushed". Analysis revealed that no occurrences of isolation were observed. These results raise serious questions about the balance and isolation assumptions and operational definitions. The Line Usage, Clique Group, Detrimental Clique Group, Leadership, and Dominance variables were apparently within the reasonable expectations of the PROANA 5 system. Since the balance variable was not supported, the two-minute interval data were not conclusive.

Norman, Norma L. Gesticulation as a Theoretical Construct in Speech Communication. Denver U (Speech Communication).

The purpose of the study was to determine the present status of gesticulation as a theoretical construct in speech communication, to construct a theory of gesture, and to formulate implications suggested by the research in the areas of speech communication, the social sciences, and education. Specific areas investigated were historical gesture as related to public speaking; contemporary gesture, posture, facial expression, and eye contact in speech communication; gesture, posture, physical distance, and facial expression in anthropology; gesture and facial expression in animal communication; gesture, posture, facial expression, and eye contact in psychology, social-psychology, sociology, and education. Once the literature was reviewed and analyzed, the research findings and constructs formulated by the investigator provided the basis for a theory of gesture in dyadic communication.

The following major conclusions resulted from the investigation: (1) The appropriate utilization of gesture, facial expression and eye contact enhances effective speech delivery. (2) Gesture, posture, physical distance, and facial expression are culturally patterned. (3) Specific animals utilize gesture and facial expression as methods of communicating meaning and emotion. (4) The utilization of gesture, facial expression, and eye contact enhances verbal language. (5) Gesture and facial expression reveal personality traits. (6) Facial expressions contribute more to the communication process than verbal language. (7) The gestural and facial cues of a communicator affect the verbal response of the communicatee. (8) The averted gaze indicates an aversion of emotion. (9) Individuals who seek approval emit more smiles, gestures, and eye contact than individuals who avoid approval. (10) Maturation affects an individual's ability to interpret facial and gestural expression.

Northouse, Peter G. A Descriptive Study of Intimacy, Status Difference and Trust as Predictors of Empathic Ability. Denver U (Speech Communication).

The present research was undertaken to investigate the relationships between selected context variables (intimacy, status difference, and trust) and emphatic ability. The specific purpose was to determine: (1) the strengths of association between intimacy, status difference, trust, and empathic ability, (2) the order of these strengths, and (3) whether a combination of the context variables (intimacy, status difference, and trust) increased the accuracy of prediction of empathic ability beyond the accuracy of prediction obtained using independent predictors.

Data were collected from fifty-eight pairs of supervisors and subordinates in a Denver financial organization. The Giffin Trust Differential was employed to measure trust and the Taylor and Altman instrument (1968) was employed to measure intimacy. The Ross (1973) predictive accuracy instrument in conjunction with the Hobart and Fahlberg (1965) soring procedure was used to measure the criterion, empathic ability.

A correlational analysis indicated that trust was the context variable most strongly associated with empathic ability ($r = -.40$). Intimacy ($r = .22$) and status difference ($r = .25$) were only slightly correlated with empathic ability. A step-wise multiple regression analysis indicated that the combination of trust and intimacy accounted for more variance in empathic ability (19.5%) than any independent context variable.

A replication of the primary study was conducted using fifty-eight pairs of nurses from a Denver hospital. The obtained correlations between the context variables (intimacy, status difference and trust) and empathic ability were not significant. The phenomenon of situationalism was offered as a possible explanation for the inconsistency between the primary findings and the findings obtained in the replication.

Porter, D. Thomas. A Multivariate Analysis of the Effects of Communication Apprehension Upon Language Behavior. Florida State U (Communication).

This study was concerned with the question: What is the nature and effect of communication apprehension (CA) *within* an individual? Previous research has placed a myopic emphasis upon the perceptual dimensions of CA. Consequently, the behavioral parameters of CA have yet to be identified systematically. Accordingly, the present study was particularly concerned with developing behavioral measures of CA. Since language characteristics of the sender appear to be viable behavioral measures of CA, they are evaluated with respect to their relationship to other, previously validated measures of CA (self-reported CA and autonomic arousal). In short, the present study provides a systematic mapping of the behavioral, physiological, and perceptual dimensions of CA within the individual.

The present study found that the level of abstraction and the rate of output could be conservatively used as behavioral measures of CA. Limitations of the findings are centered around the channel of the experimental communication which in the present study was interpersonal. The primary weakness of the study was its lack of emphasis upon language variables which communicate to the receiver the level of CA. Discussion centers around the critical question, how does CA influence communication between individuals? Until this question is systematically addressed, then studies similar to this one have limited value.

Porter-Gehrie, Cynthia K. The American Adolescent: A Communications Study of Peer Group Structure and Interaction. Northwestern U (School of Speech), 1973.

The work presents an explanation of the interaction of culturally determined development goals of the adolescent period, social barriers to development that limit individual access to means for growth during adolescence, and peer group formation. It is argued that adolescents construct their pere groups to provide substitute contexts for personal growth as a reaction to being excluded from direct participation in the larger society. Specific contributions include descriptions of group structure and interaction patterns in peer groups that meet developmental needs of adolescence. These descriptions are based on a one year field experience with a natural adolescent group in a community setting.

Included in the work are: a detailed account of the developmental goals of adolescence as defined in American culture and an analysis of the adolescent's role in society with an emphasis on social change, the schools and community service organizations; an explanation of four social barriers to adolescent development; and a description of adolescent interaction patterns from a psycho-social perspective. These theoretical concepts are illustrated by means of a field study report on an adolescent peer group.

Radcliffe, Terrence R. Interaction Patterns in Established and Ad Hoc Groups: An Experimental Comparison. Denver U (Speech Communication).

The purpose of this study was to determine if there were difference in interaction patterns between six ad hoc groups (no prior in-group activity) and six established groups (7½ hours of in-group activity).

All groups in this study participated in a video-taped decision-making discussion. Two separate sets of judges viewed the taped interaction and identified feedback responses and person to group contributions.

The results indicated that the ad hoc and established groups were not significantly different in terms of (1) feedback responses sent, (2) person to group contributions, (3) total contributions, (4) receive-end ratio, (5) selectivity ratio, and (6) centrality index. Mann-Whitney U Tests were calculated comparing the individual groups on each of the above interaction patterns. Only 15 of 216 tests indicated significant differences.

The conclusion of this study was that ad hoc and established groups may not differ in terms of interaction patterns. Previous communication research has indicated that ad hoc and established groups differ on several other variable classes including quality of interaction, content of verbal contributions, interpersonal relations, decision outcomes, conflict, leadership, and acts per session.

Reinard, John C. An Experimental Study of a Model of Communication-Motivated Behavior: The Effects of Attitudinal Direction, Ego-Involvement, and Incentive Communication on Prediction of Multiple Act Overt Behaviors. U of Southern California (Speech Communication), 1975.

This study presented and tested a model of attitude behavior correspondence suggesting that performance of target behavior (multiple act overt behaviors) is equal to a function of attitudinal direction toward the target behavior class, ego-involvement with the behavior class, and incentive communication perceived to provide cause to participate in the target behavior class [$B = f(A, EI, IC)$]. A key to the model is consideration of the role of incentive communication in overcoming motivational inertia (the individual's tendency to remain in one motivational state until given cause to change) and facilitating participation in overt behaviors predictable from attitudes.

Four hypotheses were posited of which the most important theoretically was that "Highly ego-involved subjects with positive attitudes toward the behavior class and exposed to a persuasive communication suggesting cause to participate in the target behavior class will perform significantly more target behavior than subjects experiencing any other combination of level of attitudinal direction, ego-involvement, or persuasive communication."

Subjects' attitudinal direction and ego-involvement were assessed toward an experimental topic with one half of the subjects also reading a persuasive message advocating action on the topic. All were given the opportunity to sign five petitions related to the topic. The number of petitions signed served as dependent measure and was subjected to a three-way analysis of variance (positive/negative attitudinal direction; high/low ego-involvement; presence/absence of incentive communication) and tested for significance at the .05 level. Scheffe's multiple comparison technique was employed for all compound comparisons.

All hypotheses were supported.

Sanders, Gerald H. The Effect of Dyadic Interaction on Persuasion in the United States House of Representatives. U of Minnesota (Speech-Communication).

This investigation sought to determine the effect of the quality of the interaction on persuasive efforts that take place within the communicative framework of a dyad. The term "quality of dyadic interaction" was defined as the degree of reciprocal satisfaction enjoyed by members of a dyad during their communicative relationship.

Three hypotheses were tested to make this determination. They were (1) the one-to-one relationship is perceived as central to the making of legislative decisions in the United States House of Representatives, (2) the outcome of a persuasive effort within the framework of a dyad is dependent upon the quality of the interaction involved, and (3) the quality of the interaction within a dyad is more likely to be high if the members of the dyad are cognitively similar.

The method of investigation used was the personal interview with individual members of the United States House of Representatives determined by the drawing of a stratified sample. The interviews were tape recorded and the interview form contained a set of key questions, properly separated on the form to avoid contamination of the results. A study of congressional voting records was also made to determine the cognitive similarity between the respondent congressmen and those colleagues named by them as being their close personal friends. The assumption was made that the respondents enjoyed a high quality of dyadic interaction with their close personal friends.

The results of the investigation supported all three hypotheses.

Schwartrock, Shirley L. Perception of Communication in the Dental Office. U of Minnesota (Speech-Communication).

The present study assesses communication perceptions to discover differences between dental offices in which communication is best and least "good." Good communication is defined as similarity of perception among participants in a communicative interaction.

It was hypothesized that commonality of perception of communication would be found in offices in which communication is good. Officers in which commonality of perception is poor would have more disparate perception of communication.

An instrument to gather information relative to the purpose of this study was developed, consisting of three parts: Part One asks a number of questions concerning demographic data. Part Two contains twenty statements concerning dental office communication situations. Each participant is to indicate his/her perception of that particular communication situation. Part Three invites comments concerning communication problems.

Dentists and staff in forty-three offices in the United States participated in the final study. Pearson Product Moment Coefficients of Correlation were computed for the composite score on the rating scale of each dentist with each of his staff members. Correlations were also computed for each staff member with each other staff member in an office.

The perception scale data indicate great discrepancy between the two groups of offices. The scale differentiates the offices with "good" communication and those with least "good" communication. The commonality of perception of the offices in which communication is least "good" is further emphasized by the staff/staff correlations. The open-ended comments data corroborate the scale ratings.

Shields, Donald C. The Fire Fighters' Dramatis Persona: A Study of Private, Projected, and Public Character from the Perspective of Rhetorical Vision. U of Minnesota (Speech-Communication).

The study's theoretical orientation embraced Ernest Bormann's concept of rhetorical vision. Five purposes spured the thesis research: (1) to find out via analysis of Q-sort behavior if fire fighters get caught up in character aspects of the rhetorical vision found in the speeches, articles, and small group communication of fire fighters; (2) to describe the fire fighters' self-persona and projected-persona as depicted in the Q-sort behavior of St. Paul, Minnesota fire fighters; (3) to ascertain the efficacy of a constructed Q-sort for capturing character elements of rhetorical vision; (4) to present the public's Q-sort depiction of the fire fighters' dramatis persona; and (5) to determine the concurrent and construct validity of the Q-sort testing instrument.

To complete the study, I relied on several methods including fantasy theme analysis of fire fighters engaging in small group communication about themselves, fantasy theme analysis of the professional literature pertaining to the fire fighters' character and image, and a constructed Q-sort containing fifty-six items dramatizing different fire fighter behaviors.

The factor solutions generated from the sorting behavior of 32 fire fighters and 32 citizens indicated similarities and differences between the self-persona, projected-persona, and public-persona fostering suggestings for maintaining, changing, and strengthening the fire fighters' dramatis persona. Concomitantly, the findings pertaining to validity indicated that the symbolic reality of a collectivity could be objectively captured, and that Q-sort dramatizations could successfully portray elements of a collectivity's rhetorical vision.

Shuter, Robert Martin. The Free School: A Case Study in Environmental Influence on Small Group Behavior. Northwestern U (Communication Studies), 1973.

This study examines the relationship between a small group and the environment of which it is a part. It was theorized that since the small group is bound to its contemporaneous social field, immediate environmental demands should influence group behavior. A free school was selected as the research site in order to test the theory.

Since the normative and value system of a free school sanctions individual autonomy, noncompetitiveness, neutralization of authority, interpersonal sensitivity, positive affirmation of individual differences, and abolition of sex roles, it was predicted that the internal structure of small free school groups should be humanistically oriented. Consequently, it was hypothesized that the influence of the immediate free school environment on group behavior should result in empathetic understanding of deviants, minimal pressures toward uniformity, humanistic norm development, minimally directive leadership techinques, and member deviation from conventional sex role interaction styles.

Participant observation was used to conduct the study. After several months of observation, it was found that the behavior of small groups of free school learners was not significantly influenced by the norms and values of the school. Therefore, most of the preliminary hypotheses were not applicable to student groups. It was discovered, however, that several hypotheses correctly described the internal structure of the group composed of free school teachers.

A concentric theory of small group development was posited in order to explain the results. It suggests that small group development is more influenced by dominant environmental factors than immediate environmental influences.

Simcoe, George VI. A Study of the Relationship Between Situational Anxiety and Two Vocal Speech Cues: Disfluency and Rate of Speech. Denver U (Speech Communication).

This study focused upon the clarification of certain variables associated with the disruptive phenomenon generally classified as "stage fright."

The study investigated the relationship between state anxiety (situational anxiety) and two vocal speech variables, disfluency and rate of speech. Hypotheses were constructed to test the suggestion that vocal disfluency and rate of speech vary in association with the state anxiety level of speakers in a speech performance situation. The study was empirical and descriptive; its goal was to produce additional data with regard to: (1) the distinction between state and trait anxiety, and (2) the clarification of three stage-fright-associated variables.

Subjects completed delivering a 3-minute impromptu speech before a TV camera, an audiotape recorder, and in-person audience members. Following the speech each subject responded to form X-1 (moment-state Section) of the *State-Trait Anxiety Inventory*. Subsequently, an A-State score was determined for each subject. In addition, a total disfluency index and a rate of speech index were determined for each subject by audiotape analysis of the subjects' speeches.

Pearson product-moment correlation of *STAI* A-State scores with total disfluency indices produced a coefficient of +.71. Correlation of *STAI* A-State scores with rate of speech indices produced a coefficient of —.37.

The review of literature for the study included theory, research, and measurement material on stage fright, anxiety, and selected vocal cues.

Surlin. Stuart H. Reference Group Theory as a Predictor of Message Source Effects. Michigan State U (Communication).

Based on Kelly's Personal Construct Theory and Reference Group Theory, this study attempts to use a nonverbal cue, dressing behavior, as a method of identifying a modal and personalized normative message source. It was hypothesized that once a message source is identified as a normative referent, there will be: increased receiver agreement with source, perceived higher importance of topics discussed, perceived higher source credibility, and higher topic comprehension.

Modal dressing behavior typologies were developed for the college population at the University of Georgia. The modal normative designated message source was not found to elicit favorable effects from respondents as a whole. However, support was received for a personalized normative referent message source concerning increased agreement on topics discussed and increased projected agreement on non-discussed topics. Lesser support was exhibited for increased importance of topics and higher perceived source credibility effects by a personalized normative message source. No support was found for higher comprehension effects.

Although there was not consistent and strong support for all hypothesized effects, the author tentatively accepts the theoretical application of Reference Group Theory to communication situations, and suggests future research which could both improve the present study, as well as extend the theory upon which the study is based.

Wager, Elliot. Role and Function of a Metropolitan Medical Center as Perceived Within Its Proximate Environment. U of Colorado (Communication).

This descriptive research study in organizational communication concerns itself with the interaction between an institution and its environment. Primary focus is on the institution's external communication behaviors—the impact on residents and business people in the geographical area immediately surrounding the institution, and the flow of information in both directions.

Data obtained from 144 interviews conducted in Denver, Colorado, in September, 1972, are presented and discussed. Particular emphasis is given the information flow for three specific items of information generated by the institutions.

The study affirms the need for institutions to seek information as well as to disseminate it; demonstrates one means by which this can be accomplished; and suggests ways of exploring other means.

The concluding chapter discusses questions of how an institution shares information and decision-making power with its community.

Among the findings of the study are the primacy of interpersonal interaction in information movement; the limitations of a mass-media model for an institution communicating within its proximate environment, and the potential value to an institution of maximizing its utilization of current communication theory and research.

The need for structuring feedback mechanisms and the potential benefits of providing additional opportunities for interaction between institution and environment are stressed, along with some implications for other institutions and organizations.

Warren, Walter K. A Descriptive Study of the Discussion Model of the Intercultural Communication Workshop: Analysis of Interaction. U of Minnesota (Speech-Communication).

This dissertation and a companion dissertation in the Department of Educational Psychology Counseling explained the discussion model of the Intercultural Communication Workshop. The purpose of the combined research was: (1) to describe the nature, content, and process employed in the ICW; (2) to evaluate a tool for describing such phenomena; and (3) to generate hypotheses for future experimental research. Three groups made up of eight students each were used. An attempt was made to balance for sex and country of origin, American and foreign. Each group, facilitated by two trained co-leaders, focused on the concepts of self, others, interaction and communication barriers. The data were gathered by audiotaping the groups, sampling the audiotapes, and making typescripts of the samples. The resulting ten hours of recorded interaction were analyzed by a professional rater with the Hill Interaction Matrix. The HIM though designed for use with psychotherapy groups was viewed as adaptable.

The results demonstrated that the groups varied widely in content of discussion, while concurrently, the style of the interaction was very similar. The groups focused on general interest topics, personal subjects, or the group itself. These topics were discussed in a style typical of conventional interaction or in a style designed to initiate further questioning. The instrument was sensitive to overall patterns and was at the same time able to identify individual variations unique to a specific group. The HIM was not sensitive to the intercultural nature of the groups.

Williamson, L. Keith. An Investigation of Perspectives on a Person's Relationship with Himself within Dyadic Marital Interpersonal Communication Systems. Temple U (Speech), 1973.

The primary research question was "What is the nature of the relationship, across the obtained profiles of married couples, between Self's direct perspective, the Other's direct perspective, and Self's metaperspective, on Self's relationship with Self?" The secondary question was: "What characteristics of the dyads are most closely related to differences in patterns of congruence, across the obtained profiles of married couples" between these same three perspectives?

Seventy Protestant married couples independently completed: (1) a "Demographic Data Form," and (2) Laing, Phillipson and Lee's Interpersonal Perception Method (IPM) questionnaire. A thirty-eight couple subsample took Dymond's "Q-Adjustment Score" on self-esteem.

Four configurations—AF, AN, DF, DN—between the specified perspectives were identified, involving agreement (A), disagreement (D), feeling agreed with (F), not feeling agreed with (N). Results revealed: (1) 75% of all configurations were AF, with 15% for DF and 5% each for AN and DN. (2) AF occurred significantly more frequently than any of the others. (3) DF occurred significantly more frequently than AN. (4) DF about wives occurred significantly more frequently than DF about husbands. (5) Significant three-way interaction occurred among sex, configuration, and level of self-esteem. Evidence relating to the validity of the IPM was also obtained.

Interpretation

Bozarth-Campbell, Alla Renee. An Incarnational Aesthetic of Interpretation. Northwestern U (Interpretation).

The performing art of interpretation is viewed as a creative process in which two subjects—the literary work and the interpreter—enter into a dynamic intersubjective relationship. The transformation of both subjects through mutually self-giving dialogue is revealed in the unique creative moment or event of performance, which constitutes a transforming relationship inclusive of an audience.

Two contemporary interpretation textbooks form the supportive spine of the study: *The Art of Interpretation*, by Wallace A. Bacon, and *The Perception and Evocation of Literature*, by Leland H. Roloff. Interpretation is explored as creation, incarnation, and transformation, with emphasis on the actualization of the literary word in the experience of incarnation revealed in performance as a transforming communion. Bacon's and Roloff's texts illustrate the evolving aspects of this process and their simultaneous interplay in performance.

The metaphoric language of Christian theology illustrates the incarnational process of interpretation in a paratheological context. The sustaining metaphor expressing the study's aesthetic position is a paraphrase of the language of the Prologue of the Gospel According to St. John: In the beginning is the word; the word becomes flesh . . . and dwells among us. The aesthetic position emerging from this metaphor affirms the word as potential subject, the performer as actualizing subject, and performance as the circle of energy (communion and transformation) created by the interaction of the two subjects: the entelechy of the word through the performer's bodily presence.

Dunn, Margaret H. An Exploratory Study of the Effects of a College Level Creative Drama Course on Creative Thinking, Risk Taking, and Social Group Acceptance. Southern Illinois U (Speech), 1973.

The purpose of this study was to ascertain whether creative drama may be one of the teaching methods capable of nuturing creativity on the college level, thus raising the academic acceptance of courses in creative drama.

Three measuring or observation techniques were utilized: experimental, empirical, and subjective reaction. The Torrance Tests of Creative Thinking, the Brim Judgment Extremity-Confidence Measure and Sociometric testing were used.

The results of the study showed that the teacher variable was exerting a profound influence on creative thinking scores. However the Torrance Tests did show sensitivity to different teaching approaches. The results of risk taking showed both groups unwilling to engage in more risk following the course, in fact they became significantly more cautious. The sociometric testing produced positive results thus indicating the group's interpersonal relationships had widened and become more varied.

Gaede, Carol J. Feedback in the Oral Interpretation Classroom: The Development and Application of a Communications Model to the Structure of the Verbal Feedback of the Critique Session. Southern Illinois U (Speech).

This study presents a theory of oral interpretation as a communicative art—the interconnected processes of preparation, performance, and feedback. The purpose of this study was to describe, by means of a verbal model, the communication process of feedback and subsequently to propose a structure for specific examples of verbal feedback in the oral interpretation classroom critique session.

The model describes feedback as first an intrapersonal and then interpersonal expression of three sub-processes: (1) description, (2) interpretation, and (3) evaluation.

Use of the model to structure the critique session encourages audience members to identify the sensory *descriptions* (what they saw, heard, and felt during the performance), to *interpret* those descriptions in light of their own values for the art of oral interpretation and the specific literature presented, and finally to *evaluate* (judge) that performance. Individual audience members are encouraged to verbalize their experiences as information for the performer. The value of this technique is in spelling out the specific bases for evaluation, not only the non-specific evaluation of "good" or "bad."

Finally, a series of examples was developed of typical critique sesison feedback. Each was analyzed for deficiencies of information and re-structured according to the three-stage model.

Suggestions for further research based on this study indicate that the model can be used to structure verbal feedback in critique sessions of classes in public speaking and/or the performing arts as well as in any interpersonal group which provides opportunity for structured feedback among the participants.

Gura, Timothy J. The Function of the Hero in Shakespeare's Last Tragedies. Northwestern U (Interpretation).

This dissertation explores *Timon of Athens*, *Antony and Cleopatra*, and *Coriolanus* as problems in dramatic exposition, in an attempt to understand the hero's function: all that which asserts and maintains herohood in the world of the play. A brief examination of the early and middle heroes indicates that the hero was a man of esteem; aware of his responsibilities for, and acknowledging the effects of his actions; destroyed by virtue of a conscious moral choice in a world whose ultimate order we approve, and thereby acquiring self-knowledge.

In its mixed perception of virtue and flaw, and in the particular relationship between Timon's moral code and the moral code of the play's world, *Timon of Athens* foreshadows Shakespeare's last tragedies. Antony perverts and elevates the devotion, selflessness, and sexuality of love, refusing to deny any part of himself. Coriolanus would like not to deny any central principle, but in Rome, choosing to be more human than vindictive is fatal.

In emphatically questionable worlds these frequently impossible men are always honest, never dismissing their faults, always refusing to make any accommodation to convenience, coalescing into a totality fuller than the sum of its parts, because the parts expand, develop, and color in interaction with each other. These men die because in the peculiar worlds of these plays certain kinds of goodness can in themselves lead men to tragedy. By maintaining their individuality in inhospitable worlds, they die heroes.

Isbell, Thomas L. A Critique of Language Assumptions Beneath Prevalent Theories of Oral Interpretation from the Perspectives of Roland Barthes' Literary Structuralism. Southern Illinois U at Carbondale (Speech).

The purpose of the study was to examine theories current in oral interpretation scholarship which regard interpretation as a mode of literary study in order to demonstrate that beneath those theories and contributary to their disagreement about the nature of both oral interpretation—and, more broadly, the nature of reading—lies a basic disagreement about the nature of language.

The works of Paul Campbell, Don Geiger, Thomas Sloan, and Wallace Bacon were examined in order to discern the language assumptions underlying their theories of interpretation. Each theorist's language assumptions were then compared and contrasted with the explicitly stated theory of language and literature offered by Roland Barthes' structuralism.

The results of the study suggested that interpretation theory generally may benefit from a conception of three "levels of language" developed from Barthes: (1) the level of the word or sign, (2) the level of convention, and (3) the level of literature. An imagination of such levels facilitates and clarifies discussions in current oral interpretation theory.

Lawrence, Katie Elizabeth Campbell. Black Versus Bourgeois During The Harlem Renaissance: The Study Of A Literary Conflict. U of Illinois (Speech Communication).

The purpose of this study was to examine the Harlem Renaissance, a period in which the Black man attempted to redefine himself to White America through his literature.

During the course of this study, it was found that on the one hand there was a conscious effort on the part of some Renaissance novelists to center on that aspect of Black life style which would redeem the race in world esteem—that life style that differed least from the American middle-class value system, dictating their social, economic, religious, and aesthetic sensitivities. On the other hand, there was a conscious effort on the part of some Renaissance novelists to focus on that Black life style that would introduce, interpret, and qualify to America the existence of a proud Black race that abides among them, but that has its own unique way of being out of its own unique system of values. Yet however intent the purposes of the Black American novelists, subconsciously they all reflect a certain perspective, point of view, and/or viewpoint in the treatment of their material, and/or fashion a style that deals with the contradiction of American life. Their works all expose to some degree the extent to which the Black man has been conditioned to reject his Black self in light of the degradation to which he has been subjected, and the degree to which he can again accept his Black self in light of the rich African culture to which he is heir.

Lazaro, Patricio B. A Survey of Approaches in Philippine Oral Literature Scholarship. Northwestern U (Interpretation).

The objective of this dissertation, which serves as an introductory study in the oral literature of the Philippines, is to present material which leads to an overall perspective concerning the different approaches in Philippine oral literature scholarship. This objective is achieved by doing a survey on a national scope of the different studies on the verbal lore of the early Filipinos.

A thorough development of the approaches used in studying the oral literary traditions of Europe and the United States is presented and compared with those employed in Philippine oral literature scholarship. The depth and breadth of the subject of investigation is shown by studying the different cultural-linguistic groups of the Philippines and by pointing out the different genres of oral literature that have received emphases among the scholars of Philippine verbal lore. Insights as to how the different scholars recorded, transcribed, and translated the native literary texts are also presented plus their descriptions of the performance process or event in "the singing of tales."

The results of the study were as follows: (1) The Philippines is rich in native verbal lore and a large amount of research has been done on it. (2) Scholars have employed the following approaches in studying Filipino oral literature: historical-geographical, functional, and structural-linguistic. No formal studies have been done using the communicative-behavioral approach. (3) The folktales of the early Filipinos have received the most considerable attention among scholars. (4) Scholars have shifted their fieldwork activities from Luzon to Mindanao.

Rickert, William E. The Sound, Structure, and Meaning of Rhyme: An Oral Correlative Study in Modern Poetry. U of Michigan (Speech).

The purpose of this study was to analyze the appearance and functions of rhyme in modern poetry, including both fixed and open forms. Three major objectives guided the dissertation: (1) to identify the various possible types of rhyme; (2) to analyze the functions of rhyme; and (3) to integrate an understanding of rhyme into a philosophy of oral performance. The works of linguists, poets, and literary scholars were scrutinized to achieve a broadly based perspective compatible with yet independent of conventional views.

To delineate its significant component parts, rhyme was defined as "foregrounded phonetic parallelism." Parallelism (the "primary" characteristic) occurs as various parts of a syllable are repeated. Foregrounding (the "secondary" characteristics) concerrns the degree of prominence accorded the rhyme by stress, length, number of occurances, position in the word and in the poetic line, proximity, regularity, and relationship to semantic and syntactic dimensions.

The functions of rhyme were examined on three hierarchial strata: sound, structure, and meaning. As sound, rhyme contributes melodic and percussive elements to the musical orchestration. Structurally, rhyme affects formality, emphasis, organization, expectation, and closure. And, as meaning, rhyme influences heuristic input, aesthetic distance, tone, syntax, word meanings, semantic coupling, humor, and memory.

The fundamental conclusion drawn from the study is that rhyme is a complex and integral element of poetry that is not reducible to a general norm or convention. By understanding rhyme's composition and its potential operation within all forms of poetry, the oral interpreter is better prepared to achieve an appropriate configuration of rhyme in performance.

Sowande, Beverly F. The Level of Performance Achieved in Oral Interpretation of Literature by College Students When Each Is Exposed to Videotaped Performance, Self-evaluation, and Peer Evalation. New York U (English, Speech, and Educational Theatre), 1973.

Hunter College students, enrolled in a first level course in oral interpretation of literature which utilized videotaped performance, self-evaluation, and peer evaluation in small groups, without an instructor present, found themselves significantly improved in ability to interpret literature orally, evidenced by written peer and self-evaluations. A review panel of judges did not find significant improvement in ability by the end of the semester, although some improvement was shown by panel evaluations.

During the Spring, 1973 semester, forty-three students met in small groups three hours a week to videotape previously determined assignments, and to evaluate them during two playback periods. The study was designed so that the instructor met with all students for a two week period at the beginning of the semester only, but was available if needed. Students were trained to operate the videotape equipment they used. Each group was responsible for keeping its own attendance and giving the information to the instructor.

A review panel, five experienced teachers of oral interpretation, evaluated three videotaped performances for each student during the semester, using the same rating sheet used by students.

At the end of the semester, the investigator found that students overrated themselves on each assignment. Peers overrated slightly less than selves, and panel rated lowest. Students saw significant improvement in their performances over the span of the semester; the panel did not. The majority of the students expressed a moderate to high degree of positive opinion of the course, finding it of considerable value. Most wanted more teacher criticism, but evaluated the use of peer criticism as a positive experience.

Turpin, Thomas Jerry. The Cheyenne World View as Reflected in the Oral Traditions of the Culture Heroes, Sweet Medicine, and Erect Horns. U of Southern California (Speech Communication).

This study is a collection and analysis of available accounts of the Cheyenne culture heroes, Sweet Medicine, and Erect Horns, discovering concepts that reflect the Cheyenne view of the world.

Such a study seemed justified by the obvious relationship between normal tradition and written literature. Particularly significant for oral presentation of literature based upon an unfamiliar tradition and philosophy is a coherent description of that culture and world view.

A combination of historical and descriptive methodologies was used. Story accounts were collected from primary and authoritative secondary sources, chronologically arranged, and analyzed for Cheyenne concepts. These were checked with Southern Cheyenne tribal authorities for accuracy of interpretation.

There is one principal digty, Maheo, the primary creator and the all encompassing Spirit of the universe. All other "powers," although regarded as separate spirits, are merely aspects of the one Spirit. Man is part of that Spirit and the Earth. The entire Cheyenne world is subjective, with each "thing" having its own life and spirit.

The world has a limited energy quotient which diminishes and must be recharged periodically through ritualistic acts. The world is seen as a harmonious unit, symbolized by the circle, and divided into four quarters, with a special "Power" at each quarter. All living things share and are considered relatives.

The tribal council derives its authority from the supernatural, through Sweet Medicine, and is supreme over all other elements in the society. The basis for society is the family unit, but land and sacred tribal objects are public property.

Welton, John Lee. Interpretive Movement: A Training Approach for Performers of Literature. Southern Illinois at Carbondale (Speech), 1973.

The purpose of this study was to suggest an approach for teachers of performers of literature in which movement is used as a means of sensitizing the interpreter to himself and to the literature he is performing.

It was the hypothesis of the study that by discovering movement, either read or implied, in his psychological and physical environs, and by capturing that movement in his own body in a kinesthetically intensified form, the interpreter may gain a greater sensitivity toward the original source of that movement impression. The means by which this sensitizing process takes place are (1) physical movement as it operates within the human body and (2) the perception of real or implied movement in the individual's surrounding existence, and in art objects which reflect that existence. The art object of primary interest to the study was literature.

The study suggested that a majority of our perceptions come through a kinesthetic sense of tension within the muscles, and that much of our perceptual life is actually a "life of tension." It was further suggested that a basis for a training program is the phenomenon known as "synesthesia" in wihch a stimulus presented in one sense code seems to call up imagery of another sense mode as readily as that of its own type.

The study culminated with a series of training exercises based on movement and vocal changes brought about by varying degrees of tension with the human body as it responds to stimuli.

Mass Communication

Agostino, Donald E. A Comparison of Television Channel Use Between Cable Subscribers and Broadcast Viewers in Selected Markets. Ohio U (Mass Communication).

This study compares television consumption behavior in terms of channel use between cable subscribers and broadcast viewers.

Data were collected directly from the viewing diaries completed by 310 American Research Bureau diary-keeping households from five markets with representative mixes of broadcast and cable services for one week in February, 1973. Thirty-one households subscribing to cable and 31 households without cable service were randomly selected from the ARB diaries from the metropolitan areas of Wilkes-Barre, Pennsylvania; Seattle, Washington; Toledo, Ohio; New York, New York; and Los Angeles, California.

Main findings of the study were: (1) individual television viewers whether by broadcast or cable generally watch only three to five channels; (2) use of channels increases only slightly as the number of available channels increases; (3) cable viewers in three of the five markets utilized more channels than broadcast viewers; (4) cable subscribers view more prime-time television than broadcast viewers; (5) heavy television consumers utilize more channels and distribute their viewing more evenly across channels than low consumers; (6) household viewing groups generally use only three to six channels; (7) households with children utilize more channels and distribute channel use more evenly than households without children; (8) market differences have greater influence on the number of channels used than difference of reception type; (9) though some differences among viewing groups are noted, all viewers tightly concentrate their viewing time on the local network-affiliated stations; (10) the expanded channel choice offered by cable service does not alter this concentration on network programming, but does alter the relative popularity of the individual local network stations.

Abstracted by Andre Joseph De Verneil

Benson, George E. Ascertainment of Community Needs and Problems by Small Market Stations. U of Utah (Communication), 1973.

The study examined a group of small market radio stations to discern the methods used in the ascertainment procedure and to examine the programming based on the community's identified needs and problems.

The total population of small market stations (62) in the region of northern California and southern Oregon was chosen for the study —a unique region, as all the stations in it can be classified as small market licensees. The data were gathered utilizing a questionnaire mailed to the entire population and in-depth personal interviews with 15 station managers whose stations were drawn from the returned questionnaires.

The following conclusions were reached: (1) There was a sincere effort being made by most of this group of respondents to ascertain the needs and problems of their communities, particularly with respect to consultations with its leaders and groups. (2) There was no consistency in the methods used by the subject group for selecting groups or community leaders for consultation. (3) The subject group thought the least amount of useful information came from members of the general public, who were generally considered to be apathetic and almost totally lacking in response. (4) Programming based on identified needs appears to be quantitatviely deficient. It was apparent that a license will be renewed by doing as little as is acceptable to the Commission. (5) Because of inexperience in conducting quantitative research, it would seem reasonable for these broadcasters to request research assistance from nearby colleges or universities, resulting in more reliable and valid data.

Brown, Eric F. Nighttime Radio for the Nation: A History of the Clear Channel Proceeding, 1945-1972. Ohio U (Radio-Television).

The study is a description of the FCC's attempts to provide fair and equitable distribution of AM radio service. Toward that goal, the Commission had three objectives: satisfactory service to all U.S. citizens, maximum program choice to a maximum number of listeners, and local service to as many communities as possible. The inherent characteristics of the AM radio signal prevented attainment of all three objectives. Disagreements among broadcasters, Commissioners, and Congressmen complicated the attainment of even one objective.

Information was obtained from traditional sources such as periodicals, legal briefs, and FCC public documents. As a supplement, 26 personal interviews were conducted with lawyers, broadcasters, and FCC staff. A panel discussion was conducted with all sides of the argument represented. This information captured the flavor of the events.

The study states the Commission's decision to duplicate thirteen of the clear channels resulted in night time coverage to 291,000 of the 25,000,000 citizens lacking service. Nighttime services to all citizens would only be possible by using higher power (500,000 to 750,000 watts). However, higher power stations will never be allowed because of political pressure from regional and local broadcasters and little public demand.

The FCC should duplicate the remaining clear channels and end the freeze on adjacent channels which would make a small, but significant, contribution to the nighttime service problem.

If the FCC had included plans for FM radio in the proceeding in 1945, all the service objectives could have been accomplished in the early 1960's rather than the late 1970's.

Busby, Linda J. Sex Roles As Presented In Commercial Network Television Programs Directed Toward Children: Rationale and Analysis. The U of Michigan (Speech Communication).

The purposes of this study were to document the components of the sex role standard in commercial network television programs for children and to examine the influences that dictate sex role presentations on television. This study: (1) defines the sex role standard in the animations; (2) establishes a rationale for the repetition of certain sex roles on television by examining commercial television programming influences and traditional American understandings of male and female roles; (3) synthesizes known research on the child's use of mass media as sources for sex role learning.

Twenty cartoon programs of the 1972-1973 television season were examined for plot themes, roles of characters and personality traits of the characters. A forty-item, seven-scale semantic differential type questionnaire was used to detect personality differences between cartoon males and females. Profiles for males and females in the cartoons were established by comparison of mean responses for each character on every question, distance analysis of profile variables, Chi-square fitted profiles and Chi-square comparisons.

Conclusions were that: (1) A sex role standard is shown in the cartoons that differentiates males from females in physical attributes, out-home employment, in-home labor, societal power and personality traits. (2) Cartoon males exhibit personality traits more closely associated with traits that Americans value highly than do cartoon females. (3) Cartoon females exhibit personality traits more closely associated wtih traits this society demeans than do cartoon males. (4) If the commercial network programs directed toward children are used as sources of sex role learning by the child, the cartoon material for that learning furthers the entrenchment of traditional sex roles.

Carr, Kathleen S. Sex Role Orientation As It Relates to Persuasibility of Females: An Experimental Study. Bowling Green State U (Speech).

In the present study, the characteristics which were believed to be a predicting factor in the persuasibility of females was sex role orientation. Using a modified version of the Fand Inventory of Feminine Values, three groups of females were used: self-oriented, other-oriented, and self-other-oriented. It was hypothesized that there would be a significant difference in persuasibility among these three groups of females. The study was also concerned with the cultural influences of the persuasiveness of the speaker. It was hypothesized that there would be a significant difference in the persuasiveness between male and female speakers.

The basic design for the study was a 3 x 2 factorial design. A persuasive message advocating the disadvantages of the Annual Medical Checkup was used as the stimulus in the study. Four dependent measures were used: attitude toward the Annual Medical Checkup (pretest and posttest), attitude toward the speaker, attitude toward the message, and attitude toward the experiment. Multivariate Analysis of Covariance and Multivariate Analyses of Variance were employed on the data.

Of the hypotheses stated in the study only one was found to be significant. There was a significant difference in persuasibility among the three groups of females. The self-oriented females were found to be more persuasible than other-oriented females in this study. It was suggested that other-oriented females were not as persuasible due to the nature of the topic involved as well as their dependency on others for their opinions. It was also suggested that self-oriented females were more open to the arguments in the speech and, therefore, were more persuasible.

de Bock, J. Harold. A Field Experiment on In-State Election Poll Reports and the Intensity of Prospective Voter Candidate Preference and Turnout Motivation in the 1972 Presidential Election Campaign. Indiana U (Mass Communication).

This field experiment investigated whether publication of *in-state* election poll reports affects candidate preference and turnout motivation during a presidential election campaign.

The pretest-posttest design study was conducted during the fortnight before the 1972 presidential election. In the post-test, each experimental subject received false election poll reports which showed either (1) a close presidential contest, or Nixon's generally expected lead (2) exceeding, (3) matching or (4) falling short of the expectation which the subject had expressed in the pretest. Control subjects were given irrelevant election poll reports. Seven-point rating scales were used to measure the subject's favorability toward McGovern and Nixon and the subject's eagerness to vote.

A decrease in intensity of candidate preference occurred among McGovern supporters exposed to election poll figures which showed Nixon's lead matching or exceeding their expectations. An increase in preference intensity occurred among McGovern supporters exposed to election poll figures which showed Nixon's lead falling short of their expectations. McGovern supporters decreased in intensity of turnout motivation regardless of the size of Nixon's lead. None of the election poll figures influenced the intensity of the Nixon supporters' candidate preference or turnout motivation. Thus, the publication of in-state election poll reports which show a one-in-state presidential contest does not appear to affect the position of the leading candidate. However, the underdog may suffer a loss of turnout moitvation among this supporters, irrespective of a simultaneous increase or decrease in their preference intensity.

Howard, Herbert H. Multiple Ownership in Television Broadcasting: Historical Development and Selected Case Studies. Ohio U (Radio-Television), 1973.

This study sought to determine how group station operation has developed and to investigate how selected independent station groups are organized. Methodology included both historiographic and case-study techniques.

Television group broadcasting developed under the FCC's 1953-54 multiple-ownership rules, which limit any owner to seven TV stations, no more than five of which may be VHF outlets. These limits, designed to prevent industry monopolization by a few licensees, quickly came to be regarded as "quotas" for purposes of assembling station groups.

Group broadcasting is now a deeply ingrained fixture of American broadcasting, accounting for 70 percent of all TV stations in the 100 largest markets in January 1973. Significantly, some 75 different ownerships are represented, indicating that multiple ownership is not only highly prevalent, but also highly fragmented. Thus, the rules have substantially eliminated the chief negative potential: a monopolization of the industry.

In contrast, case studies of two groups, Cox Broadcasting Corporation and Nationwide Communications, Inc., reveal certain positive potentials. The economics of group operation facilitate engagement in sophisticated research, computerization, and comparative performance analysis, as well as employment of resource specialists in such areas as sales, programming, and engineering. Also group operation is conducive to the establishment of broadly-based managerial development programs, which assure stations a high degree of management continuity. Finally, groups can secure and produce programming which no station individually could offer.

This study shows that group owners are able to provide leadership to the broadcasting industry both in operational and public service aspects.

Keulemans, Tony. Television in Australian Post-secondary Education: The Next Ten Years. U of Colorado (Communication).

A central theme of this study is determining the extent to which television could and should be employed in Australian post-secondary education during the period 1975-84. The appraisal of original and primary source material forms the basis for a number of projections and proposals. Some conclusions are supposed by comparable empirical data in several countries, including the United States.

It is argued that the fulfillment of educational and social need justifies an increased emphasis on external education; further that television can overcome logistical, economic, and related problems associated with the attendance requirements of traditional education. The more extensive use of television is discussed on pedagogical and socio-economic grounds.

An evaluation of costs and benefits of alternative means of disseminating educational programming leads to two central proposals; in the *short-term*, the development of UHF stations in selected areas; in the *medium-term*, the introduction of a multi-purpose, multi-mode communication satellite. Some UHF stations with satellite rebroadcast capability would provide national as well as local programming.

The need for a planned and flexible approach to decision-making is reflected in ten interlinking recommendations which take into account the complementary function of existing and future communication services and their capacity to meet increasing demands for forms of continuing education. The learning potential of wideband "cable" systems is considered in the context of Australia's longer-term telecommunication requirements.

Kivatisky, Russell J. An Exploratory Descriptive Study of Organizational Communication Factors Within The Office of The Registrar At Bowling Green State University. Bowling Green State U (Speech).

The purpose of this study was to explore and describe communication factors in an organization (subsystem) of an institution of higher education.

The study utilized two basic procedures of data collection, participation observation and personal interviewing. Participant observation provided data which were used to formalate specific hypotheses concerning organizational functioning. The specific hypotheses involved three sample populations within the organization formed as a result of the information obtained during participant observation. The specific hypotheses were the basis for questions developed for use in a personal interview situation. The data collected from the personal interviews were reviewed, and case studies portraying the subjects were developed. The case studies were grouped according to the three sample populations, and a comparative analysis was performed.

In general, the study found that communication among sample populations proceeded in a hierarchical fashion, according to status when the content was task related. But, communiction on social-emotion content was restricted to within population boundaries. There were significant differences among the sample populations regarding life goals, expectations for the future, motivation, and views of tasks and rewards. These differences, and information about communication networks, along with other communication observations, were provided to the organizations as feedback concerning its communication. The study stated that its finding might be generalized to other University subsystems or other institutions of higher education.

Lilley, Robert W. Television News and the Wire Services: The Problem of Information Control: A Content Analysis of Ohio Television News. Ohio U (Mass Communication).

This study answers two research questions concerning the relationship between television news broadcasts and the wire services AP and UPI. (1) Do subscribers to AP, UPI or both present news in a manner which corresponds to the wire services in topic selection and treatment? (2) What characteristics of the station or the market environment are predictive of correspondence between the station and its wire service(s)?

News data were obtained from each commercial television station in Ohio and from the two wire services for two newsdays in October, 1973. Human rating teams selected news on informational stories and selected keywords or phrases from each story for rating on a seven-point attitude scale. Stories and keywords were rated on treatment direction and intensity.

The study found that twenty to forty percent of the topics presented by the stations were common with the wire services. Subscribers were always closer to their wire services in topic and treatment than were subscribers to the other wire service. Stations were more negative and more intense in news presentations than were the wire services. Stations subscribing to both major services were significantly more negative than were single-service subscribers.

No strong station or market environmental predictions of correspondence were found. Correlation data indicated that larger, older stations showed less wire service dependence, and that high wire-service correspondence was generally accompanied by a slightly lower audience share for news. Audience share rose somewhat in proportion to rising intensity and degree of negativeness of the presentation.

McLaughlin, Mary L. A Study of the National Catholic Office For Motion Pictures. U of Wisconsin (Communication Arts).

The National Catholic Office for Motion Pictures (NCOMP), formerly titled the National Legion of Decency, is the most long-lived pressure group ever to have exerted influence on the American film industry.

In this study the history, structure, and operation of the NCOMP are examined and the following questions are raised. What in society gave rise to the Legion of Decency? What caused the transition from the Legion of Decency to the NCOMP? What new policies did NCOMP establish? Do its film reviews and ratings reflect the application of a consistent standard of judgment?

Forty-eight film reviews are analyzed to determine the nature and purpose of the film classifications with special emphasis on the A-IV category (morally unobjectionable for adults with reservations). This category is singled out because it was established in 1965 when the Legion of Decency became the National Catholic Office for Motion Pictures.

Research reveals that no apparent consistent standard of judgment applied to the reviewing and rating of films. Some films were found to be rated C (Condemned), for the same reasons that other films were rated A-IV. Treatment of sex appears to be the major reason for a low rating, while violence seldom is considered an objectionable element. In general, films rated A-IV seem to be of greater artistic merit than those earning a higher rating.

Results of this study point to questions regarding the usefulness of the ratings and the value of the reviews.

McMahon, Robert Joseph. An Evaluation of the Use of the High Frequency Band in the Electromagnetic Spectrum by the Amateur Radio Service. U of Southern California (Communication).

The purpose was to describe and evaluate utilization of the portion of the high frequency (HF) allocated to the Amateur Service.

Procedures were: (1) a list of 8 categories was created to identify the most common on-the-air activities of amateur operators; (2) the list was independently validated by a panel of 13 experts; (3) each category was evaluated by the panel against the criterion, "Does this activity serve the public interest, convenience, and necessity?"; (4) a questionnaire was developed to obtain data from amateur operators; (5) the questionnaire was mailed to 689 operators, randomly selected from a directory of U. S. Amateur Radio Service licensees, and 244 responses were received.

Selected findings follow. (1) The panelists designated five activities as serving the "public interest, convenience, and necessity": Third Party Traffic, Field Operating, Emergency Communications, Technical Experimentation, and International Good Will; (2) data from the amateur operators showed that 28% of their air time was devoted to the foregoing public interest activities; (3) the panelists designated 3 categories as not serving the public interest:

Rag Chewing (informal conversing), Contacts for DX Awards, and Operating Contest; (4) amateur operators reported spending 72% of their air time on these three activities which do not serve public interest, convenience, and necessity; (5) the largest amount of operating time (58%) fell into the category of Rag Chewing, and the smallest amount (1.9%) was spent on Field Operating.

McMurray, LaDonna L. The Equal Time Law and The Free Flow of Communication: A Critical Study of the Humphrey-McGovern Debates. U of Southern California (Speech Communication), 1975.

The purpose of this study was to examine the validity of the allegation that the equal time law is inhibitory to the free flow of information.

Transcripts of the content of the special editions of "Face the Nation," "Meet the Press," and "Issues and Answers" broadcast during the 1972 California Presidential Primary were examined.

The results of the study were: (1) concomitant to the increase in number of guests was a decrease in the amount of time each participant had to expose his particular stand on any given issue; (2) the presence of a formal moderator seemed to influence the number of interruptions, the number of questions asked of special guests, and the average length of contributions of each panelists; (3) a noted difference in nature and content of opening and closing remarks of special guests on each of the broadcasts when those remarks were in direct response to a question as contrasted to situations when an open-ended directive indicated special guests were free to make an opening and closing statement; (4) when the equal time law was enforced during the course of a series of preplanned programs, the nature of dominant issues being explored changed on the third broadcast; (5) the same categories of questions were used on all broadcasts to interview special guests, with questions of information always the dominant type; (6) although some special guests on the special edition of "Issues and Answers" were asked the same number of questions, the nature of the content of the questions was not comparable.

Misiewicz, Joseph P. TV Network News Coverage of Announced Presidential Candidates During the 1972 State Presidential Primaries. U of Michigan (Speech Communication and Theatre).

The purpose of this study was to determine how much news coverage announced presidential candidates received on the ABC, CBS and NBC television evening news programs during the 1972 State Primaries.

Stories related to candidate and/or campaign activities on the nightly news programs were audio-taped each evening (including weekends) beginning one week before the first primary (New Hampshire, March 7) and ending one week after the final primary (New York, June 20).

Data were collected to answer some of the following questions: (1) How much time did the networks devote to candidate and primary coverage? (2) How many nights were candidates and primaries provided coverage? (3) How much time were candidates shown talking during the coverage time they received? (4) What percentage of coverage was devoted to each candidate and primary? and (5) What was the networks' coverage per primary and candidate?

The results of the study were as follows: (1) The networks devoted more coverage time to Senator George McGovern during the period studied. Three others receiving significant coverage were Governor George Wallace, Senator Hubert Humphrey, and Senator Edmund Muskie. (2) The networks devoted more time to "key" primaries than to other contests. (3) McGovern was given coverage on more nights and again was followed in order by Wallace, Humphrey, and Muskie. (4) The networks provided candidate and primary coverage on one-hundred-sixteen evenings of the one-hundred-nineteen day study. (5) More news time was devoted to weeks with scheduled primaries than to weeks when none were scheduled. (6) More time was devoted to candidate coverage rather than general coverage.

Moore, James P. A Survey Study of Political and Communication Behaviors of College Undergraduate Students as Voters in a Presidential Election. Denver U (Speech Communication).

The study sought to obtain broad insights into selected political and related communication predispositions and behaviors for college undergraduates as a discreet "young voter" (i.e. 18-24 years-old) sub-population.

Respondents were interviewed by telephone over three waves of a panel survey design. Spring 1972 interviews gave data for a period of low political stimulation; waves two and three gave mid- and post-campaign data, including data on Freshman students. Variables included: political partisan identification and candidate preferences; general attendance to mass media; attendance to political elements in mass media; and, use of mass media and interpersonal communication sources in reaching voting decisions. Data were subjected to nominal and ordinal statistical analyses with scaling of related items and limited time-wise analysis.

Among the study results were the following: (1) Respondents were unlike traditional voter groups in that parental partisanship did not predict student predispositions, and student predispositions did not predict selective attendance to partisan communications. (2) Respondents were like traditional voter groups in that higher interest in the campaign correlated with higher levels of political participation and earlier vote decisions. (3) Regarding an hypothesized influence of college on student attitudes, more advanced students (i.e. Seniors and Juniors) were not significantly more likely than newer students to have more interest in the campaign, support more liberal candidates, or hold partisan inclinations different from parents. (4) In contrast, more advanced class standing correlated with greater political activity. (5) On specified communiction variables, mass media were cited more often than interpersonal sources as helping in vote decisions.

Robertus, Patricia. Postal Control of Obscene Literature 1942-1957. U of Washington (Communications).

Since passage of the Comstock Act in 1873 the federal government has used the police power of Congress to restrict the distribution of obscene materials in the United States mails. The Comstock Act is a criminal law which provides fines and imprisonment for conviction of mailing obscene matter. However, in over 100 years, relatively few cases of obscenity in the mails have resulted in criminal prosecutions. Many more have been subject to administrative sanctions. These sanctions, imposed by the Post Office Department, gave that agency an independent censorship function.

This study is an examination of postal control of obscene literature from 1942 to 1957. Postal control refers to all administrative procedures designed to keep obscene materials from the mails. The Post Office Department developed three principal non-criminal sanctions: nonmailability orders, limitations on second-class mailing privileges, and mail blocks. All three methods were subject to serious due process and other constitutional challenges in the period studied. Because of these challenges, the Post Office Department was forced to modify or abandon censorship practices.

The Files of the American Civil Liberties Union at Princeton University yielded many examples of the application of these techniques of postal control to a variety of allegedly obscene materials. These cases demonstrate how, despite constitutional guarantees of freedom of expression and despite the gradual enforcement of procedural safeguards, the Post Office acted as a censor and limited free communications in the United States.

Romanow, Walter I. The Canadian Content Regulations in Canadian Broadcasting: An Historical and Critical Study. Wayne State U (Speech Communication).

In 1960, a regulation was enacted in the Canadian broadcasting system which required that not less than fifty-five percent of the broadcasting time of any television station or network be devoted to programs that were basically Canadian in content and character.

The dissertation examines the initial and subsequent rationales for the content regulations as they have been enforced for television, and later, for radio broadcasting. The study focuses too upon the consequences of such regulations, in an effort to determine an answer to the central question about whether the quota regulations are achieving what they originally established as their aims.

The research emphasis in the study is in the collection, collation, and utilization of prime source materials in order to offer a sound base for further studies on the subject matter. The study, then, depends primarily upon transcripts of public hearings, committee reports, and public announcements from Canadian communications and broadcasting regulatory bodies.

Although a single, affirmative answer is offered to the central problem posed, conclusions are also related to the overall, broader areas of Canadian societal activities which concern themselves with the problem of a developing national identity. In arriving at the conclusions, the study traces the development of the regulatory bodies.

Smead, John P. Five Films by Charles Chaplin: His Transition to Sound. U of Michigan (Speech).

The purpose of this study was to trace the stylistic changes which accompanied Charles Chaplin's transition to dialogue film. Five films were considered: *The Gold Rush* (1925), *Modern Times* (1936), *The Great Dictator* (1940), *Monsieur Verdoux* (1947, and *Limelight* (1952).

Each film was viewed on a moviola as well as in normal projection, and detailed notes were prepared. Several aspects of content and technique were analyzed.

Despite the diversity of content, themes in the five films are similar. Generalized themes are implicit in the action of Chaplin's silent films; explicit thematic statements occur in the talking films.

Techniques are appropriate to content in all five films. *The Great Dictator* is similar in style to Chaplin's silent films; the final two talking films are in a different style. The final films are less episodic than the other three, due to stronger cause-to-effect relationships in plotting. Chaplin's last two films stress dialogue, so a greater use is made of close-ups. Camera movement is more dynamic, and scenery more realistic, due to the type of story in each of the last two films.

The partial failure of Chaplin's final films is not due to old-fashioned techniques, as is sometimes asserted, since techniques are appropriately modified. The problem is one of content: Chaplin partially abandons his old practice of stimulating the audience's imagination. Chaplin's themes are less intriguing when they become explicit.

Sparkes, Vernone M. Municipal Agencies For The Regulation Of Cable Television: A Study Of Current Development And Issues. Indiana U (Mass Communications).

To assist in the regulatory task associated with local cable television systems, some communities have created special regulartory agencies. The purpose of this study was to record the development of such agencies to date, and offer analysis of related issues.

A survey of all communities with CATV franchises and population of over 25,000 resulted in identification of twenty-seven cases of agency development. City size and franchise age were found to be important factors in such development. Cities of over 250,000 population demonstrated the greatest tendency to establish agencies, but effective mechanisms were also found in smaller communities. Cities with franchises less than five years old were more likely to have agencies than cities with older franchises, suggesting a reluctance by communitise to upset the regulatory status quo. A wide variation between states was also found, with Ohio, Pennsylvania, and Texas, together presenting only one agency.

The twenty-seven agencies, plus thirteen others from communities as yet without franchises, were then investigated with regard to insulation from special interest forces, effectiveness of operating resources, and responsiveness to the public interest. While the majority of agencies were finally accountable to the city council, few had been provided maximum protection from political manipulation. Data on agency resources were largely unavailable but it was found that less than twenty-five percent of the agencies were to have salaried staffs. Almost totally lacking were provisions whereby citizens could see the agency.

In both the initiation and development of plans for cable agencies, a high level of citizen action was evident. A related finding was that of high distruct for established regulatory bodies.

Synthesizing insights from the literature review, the survey results, and more informal data, the study concludes with an analysis of issues involved in the organization and operation of local cable agencies, considering both the legal and administrative dimensions of such issues.

Tickton, Stanley D. Broadcast Station License Renewals: Action and Reaction: 1969 to 1974. U of Michigan (Speech Communication and Theater).

The January, 1969 FCC WHDH-TV decision was the first to deny an incumbent licensee's renewal while awarding the license to a competing applicant. This study reported and analyzed the major chain of events after the WHDH-TV decision and the major license renewal proposals made during these events between January, 1969 and May, 1974. The study portrayed "who got what, when and how" out of the political and policy-making process.

The findings indicated that citizens and consumer group opposition effectively checked both the broadcast lobby and the FCC when opposing Senator Pastore's renewal bill S. 2004 in 1969 and the FCC's 1970 Policy Statement regarding renewal applicants. In proposing renewal relief for broadcasters, the Nixon Administration's Office of Telecommunications Policy (OTP) bill was not considered because the language of the proposal could not be separated from the anti-media attack made by OTP Director Clay T. Whitehead when he introduced the measure. The 1974 bill passed by the House contains provisions favoring citizens groups. Not considering the Senate action yet to be taken, the broadcast lobby has still appeared to be the dominant force. The broadcast industry, however, overracted to the WHDH-TV decision. Many of the proposals made, therefore, went far beyond what was needed and were not specifically addressed to the problem. Finally, the FCC like other regulatory agencies, maintained a protective attitude toward those it regulated, favoring incumbent licensees before its WHDH-TV decision. This attitude became even more pronounced after its WHDH-TV decision.

Trope, Zipora S. A Critical Application of Andre Bazin's *Mise-en-Scene* Theory in: *The Last Laugh, Grand Illusion*, and *The Magnificent Ambersons*. U of Michigan (Speech).

The purpose of this study was to utilize a model of film criticism based on the integration of content and form. The model is based on André Bazin's theories of *mise-en-scène*.

Bazin's theory was applied to a critical analysis of three films: *The Last Laugh* by F. W. Murnau, *Grand Illusion* by Jean Renoir, and *The Magnificent Ambersons* by Orson Welles. Each film was analyzed in terms of its theme, stylistics approach, and the following visual cinematic techniques: set, composition, light and shadow, use of objects, depth of focus, camera angle, camera movement, and duration of shots.

The following traits were found in these films: (1) all approach content realistically; (2) all lean on the *mise-en-scène* structuré, (3) all employ organic form; (4) all attempt to reveal inner and psychological reality.

The findings of this study reveal that Bazin's theory is applicable to films which tend to record reality as it seems to exist in life. Any discussion of cinematic structure should deal with tendencies rather than dichotomies. *Mise-en-sène* structure, as conceived by Bazin, may record reality without necessarily dramatizing inner realities. For example, the model can be applied to social realism or cinema verité. The director's ethos should not be separated from his aesthetic decisions. Bazin's theory, while overlooking the artist's ethos, nevertheless increased intellectual sensitivity to visual aspects of the cinema to an art.

Public Address

Brassell, Charley Barney. The Rhetorical Strategy of L. Mendel Rivers. U of Utah (Communication), 1973.

The purpose of this study is to determine the rhetorical strategy employed by L. Mendel Rivers in acquiring and using his political influence. This is done by investigating, analyzing, and evaluating the communication he used in developing and sustaining support among his constituency, the House Armed Services Committee, and the House of Representatives.

Rivers was a powerful and controversial congressman of the national prominence. These factors contributed to the author's interest in understanding his rhetoric.

The critical method follows the inductive approach advocated by Golden and Rieke and the analysis of intrinsic and extrinsic factors suggested by Anthony Hillbruner.

Sources of information concerning the rhetoric of Rivers are: extant speeches of Rivers, newspaper and magazine aritcles, letters, telegrams, and personal interviews, with primary sources proving to be the most valuable.

Observations and assessments are made about the rhetoric of Rivers in political campaigns, in communicating with his constituency, as a member of Congress, and as a committee chairman.

Extrinsic factors contributed more to the success of the rhetoric of Rivers than intrinsic factors, such as the preparation, organization, and presentation of his speeches. Extrinsic factors such as appearance, friendliness, dedication, honesty, seniority, and knowledge are more important in congressional rhetoric than are intrinsic factors.

Rivers acquired power through safeguarding the interest of his constituency, through gaining the support of his colleagues, and through maintaining his credibility as an informed congressman on military affairs.

Cole, Terry W. Labor's Radical Alternative: The Rhetoric of the Industrial Workers of the World. U of Oregon (Speech).

The method of the study was historical and critical. Because the extant oral rhetoric of the IWW was limited, the study relied upon the organization's pamphlets, newspapers, records, correspondence, songs, and poems. Additional primary data came from interviews with former members of the IWW, Secondary sources included *The Final Report and Testimony of the United States Commission on Industrial Relations;* the transcript of record in the case of the *United States vs. William D. Haywood, Et Al;* and various government documents.

The study made several conclusions. First, the movement failed because: the rhetoric appealed to a limited audience; the rhetorical strategies were non-adaptive to the larger American working class; the ideological intransigence of the IWW was rhetorically counterproductive; and the defense rhetoric failed. Second, the free speech fights of the IWW advanced the cause of freedom of speech and civil liberties. Third, the study revealed that rhetorical movements necessarily interact with the larger society and, consequently, any rhetorical movement that is to succeed must adapt its rhetoric to that society. Finally, the study revealed that rhetorical movements which advocate revolution and violence in the American society are probably doomed to failure. However, so long as society oppresses some of its members, the probability exists that radical, revolutionary, even violent movements will arise.

Coleman, William E. The Role of Prophet in the Abolition Rhetoric of the Reverend Theodore Parker, 1845-1860. Ohio State U (Communication).

Reverend Theodore Parker (1810-1860) was a significant rhetorical force in the New England abolition movement. As minister of the Twenty-eighth Congressional Society of Boston, Parker frequently discussed the "sin" of slavery. However, Parker's persuasive strategy differed from most abolitionists of the times for he *acted as if* he were a religious prophet. Furthermore, Parker's commitment to playing the prophetic role prompted and sustained his radical communicative behavior—verbal and nonverbal.

Defining the prophet as one endowed with the TRUTH and concerned with ethical conduct to make the Kingdom of God manifest in contemporary life, this dissertation utilizes *role analysis* as a methodological approach to describe *how* Parker *used* discourse to enact his chosen role. The constructs of role enactment as a dependent variable and role location, self-role congruence, expectation, and the audience as independent variables establish a dramatistic model by focusing on discourse as primary data.

The prophetic model concentrating on the complementary and antagonistic interaction of contingent roles, revealed that Parker was ego-involved—unwilling to compromise his TRUTH. Secondly, Parker was successful at maintaining his prophetic role because he created a believable cosmic drama in which he enacted an appropriate, proper, and convincing role. Thus, Parker sucessfully institutionalized the prophetic role. Finally Parker the prophet required two major audiences for legitimate role enactment. So he cultivated a loyal following of disciples who granted him divine leadership while simultaneously attracting a vocal critical public which condemned his role and denied his performance.

Cushman, Donald P. A Comparative Study of President Truman's and President Nixon's Justifications for Committing Troops to Combat in Korea and Cambodia. U of Wisconsin (Communication Arts).

The public justification of the presidential decision to commit United States troops to combat is a significant speech genre which has attracted the attention of rhetorical and nonrhetorical scholars alike. This study attempts to illuminate this process by examining the commonalities and differences in President Truman's and President Nixon's transformation of their reasons for acting into public justifications for their action. More specifically, the study explored the rhetorical interchange between the two men and their advisors in order to identify and evaluate the reasons which motivated the two presidents to commit United States troops to combat in Korea and Cambodia. The study then examined the public justifications offered by the two presidents in order to isolate and evaluate the inventional process employed in transforming the reasons for acting into public justifications.

In examining the justificatory process employed by the two men, three similarities were hypothesized as constants operating in the rhetoric of public justifications. First, there were similarities in the function which each portion of the two justifications served. Second, there were similarities in the rhetorical topics employed. Third, there were similarities in the forms of evidence and arguments employed.

Two differences existed in the inventional process employed by the two presidents. First, there were differences in the grounding of the inferential patterns employed. President Truman's justification was a direct transformation of the reasons which motivated his decision, while President Nixon's justification was not.

Second, there were differences in the integrity of their justifications. President Truman's justification revealed the grounds for his decision; President Nixon's did not.

Droessler, Thomas C. Invention and Style in Earl Warren's Legal Argumentation. Bowling Green State U (Speech).

This study analyzed rhetorically Chief Justice Earl Warren's legal argumentation in Brown v. Board of Education, Reynolds v. Sims, Miranda v. Arizona, and Times Film Corp. v. Chicago. Each opinion was analyzed according to historical setting, constitutional issues, arguments, and style. An evaluation of each opinion was also made. The inquiry into Warren's argumentation involved the discovery and identification of the rhetorical-legal reasoning, and the primary sources of law. The investigation of his style involved an analysis of adaptation to audience and occasion and of the types of style found in the opinions.

The Aristotelian method with adaptations was used to examine Warren's inventional aspects. Cardozo's classification system for the types of style found in appellate court opinions was applied to Warren's style. Consulting numerous legal authorities supplied the theory and context of judicial decision-making. Examining Perelman's writings furnished an understanding of rhetoric's relationship to law.

The author reached four conclusions. First Chief Justice Warren decided in all four selected Supreme Court cases to provide constitutional protection for the individual facing governmental power. Second he relied upon extra-legal factors to complement his use of primary legal sources. Third his style primarily was characterized by concrete diction, appropriate adaptation to audience and occasion, and little ornamentation. Finally the Supreme Court under Warren courageously wrestled with numerous controversial issues with which previous Supreme Courts had not dealt.

Farrell, Thomas B. Pragmatism and War, 1917-1918: A Search for John Dewey's Public. U of Wisconsin (Communication Arts).

The purposes of this study were to reconstruct, assess, and explain John Dewey's defense of America's military intervention in World War I.

Dewey's defense of America's military intervention was first presented in eleven editorial essays in *The New Republic* during 1917 and 1918. These essays were assembled, and closely examined, so that the essential features of Dewey's justification might be explained. John Dewey's philosophic commitments were summarized; the character of war, as a rhetorical situation, was emphasized. It was hypothesized that the quality of Dewey's rhetorical justification might be explained as an outcome of his pragmatic philosophical commitments as these interacted with a dramatic and challenging rhetorial situation. It was expected that Dewey might find a pragmatic defense of the war extremely difficult because the pragmatic forecast of specific, concrete consequences is severely undermined by the chaotic indeterminance of wartime situations.

The results of the study were as follows: (1) John Dewey did attempt to offer a pragmatic justification of America's wartime policies. (2) Dewey sought to employ the national American public as the warrant for his pragmatic strategy of justification. (3) The major recurrent tactic in Dewey's discourse is that of "synthesis"—a search for the common denominator in diverse political positions. (4) John Dewey never did succeed in his attempt to justify America's military intervention pragmatically (5) The deficiencies of John Dewey's justification as a response to crisis situations.

Glenn, Ethel C. Rhetorical Strategies in the 1972 Democratic Nominating Process. U of Texas at Austin (Speech).

The study is a rhetorical criticism of the 1972 contest for the Democratic Party's nomination for the Presidency. Political scientists have tended to minimize the influence of candidate issue orientation and active campaigning as factors in voting behavior. This study hypothesizes that issues and campaigning were paramount to the outcome of the nomination. Of the several issues of the 1972 campaign, four are isolated for examination: party reform and populism, the war in Vietnam, bussing, and the national economy.

These issues are shown to be redefined in various state primary elections as candidates interact with each other, the public, and the incumbent Republican administration. The shifting emphases on issues develops concurrently with changing public images of the candidates as they employ various rhetorical strategies.

At the Democratic National Convention in Miami Beach in July, 1972, assembled delegates reflected the serious splintering within the party, with convention control clearly in the hands of party reformers, led by reform-author, liberal candidate George McGovern. The test of his candidacy became a test of reform guidelines, for his nomination was assured when credentials challenges for delegate seating were settled by vote of the delegates.

The final chapter summaries and evaluates McGovern's issue orientation and campaign as rhetorical strategies and as determinant factors in his nomination. A brief epilogue contrasts his intraparty victory to his crushing loss to Richard Nixon in the November election.

Grachek, Arthur F. United States Senate Debate on Supreme Court Nominations Between 1925 and 1970. Wayne State U (Speech Communication).

This study set forth as its purpose the identification and analysis of positional choices made in United States Senate floor debate on thirteen selected nominations to the United States Supreme Court from 1925 through 1970; and the evaluation of the appropriateness of the positional choices to identifiable situational constraints. Nominations analyzed included: Stone, Hughes, Parker, Black, Douglas, Clark, Minton, Harlan, Stewart, Marshall, Fortas, Haynsworth, and Carswell.

A total of fifty-one positional choices were identified and evaluated in four areas of challenge (Competence, Character, Philosophy, and Procedure) for the thirteen nominations. For example, in the Carswell debate, three positional choices were identified and all were evaluated as appropriate.

Three major conclusions are suggested from a summary of the evaluated appropriateness of the positional choices argued in the debates: (1) Evaluated appropriateness or inappropriateness did not reveal any pattern, nor was it dictated by any factor other than the peculiar constraints operating on a nomination. (2) United States Senators, when debating nominations to the Supreme Court, have a greater tendency to choose procedural positions as a basis for their argument than any of the other three positional areas. (3) Senate debate on Supreme Court nominations focuses predominantly on questions of fact.

Harms, Paul W. F. C. S. Lewis as Translator. Northwestern U (Communication Studies), 1973.

The purpose of this study was to identify and evaluate the elements of style in C. S. Lewis' principal works on the subject of classical Christianity. Since rhetoric commonly deals with subject matter already well-known to its audience, Lewis' successful handling of such a well-known subject matter could provide guidance for rhetoricians who face similar tasks.

In matters of religion Lewis regarded himself as a translator, "turning learned theological English into the vernacular." This study indicates Lewis was equipped as a translator by temperament, education, and vocation. Lewis' study of languages and literature and his writing in many genres were a life-long profession, first at Oxford and then at Cambridge.

After examining Lewis' rhetoric, with particular reference to his major works in religion, the study identifies several prominent characteristics. For Lewis, "to interest is the first duty of art." His rhetoric is strongly oriented in the audience, based on a deep commitment to the dignity of human beings. His style combines a fertile imagination with a penetrating use of reason which coalesces reality with pleasure, a pervasive humor, and all permeated by a sense of awe, with a conviction that holiness and goodness are not incompatible with joy.

None of these characteristics of style is new in itself. What is new is the mode of their orchestration. Thus, Lewis "renders imaginable for an audience that which was for them [before] only intelligible."

Hollada, Bill. John L. Lewis, Spokesman for Labor. Southern Illinois U (Speech).

This work examines in detail the speaking of John L. Lewis, who is generally regarded as the most influential American labor leader of this century.

The study is especially important because Lewis' public speaking extended over a period of sixty years, from 1910 to his death in 1969. For forty years (1920 to 1960) Lewis served as powerful ruler of the United Mine Workers. Lewis also served as vice-president of the American Federation of Labor (AFL) and was the key figure in the organization of the Congress of Industrial Organizations (CIO).

With the possible exception of some Presidents, Lewis probably made more public speeches before the largest audiences and had the most press coverage of any other American in the extended period from 1910 to 1960. His speeches often reflected key philosophies of the labor and economic issues of the period. Lewis' speeches, examined in detail and included in the Appendix, extended over the forty-year period from 1920 to 1960 and ranged from testimony before a Congressional committee to a major radio address to a speech before a national AFL convention.

The author traveled more than 10,000 miles over a period of several years in gathering more than fifty hours of tape recordings of Lewis' speeches and in interviewing not only Lewis himself but more than a hundred co-workers, miners, mine officials, his neighbors in Iowa, Illinois, and the Washington, D. C. area, and members of the press.

Ilkka, Richard J. The Rhetorical Vision of the American Communist Movement: Origin and Debut, 1919-1920. U of Minnesota (Speech-Communication).

This study interpreted and evaluated the rhetorical vision of social reality held by the founders of the American Communist movement. Procedures included methodology drawn from small group fantasy theme analysis and extrapolated to the public rhetoric of a movement. Symbolic dramatizations were identified in the rhetoric and collectively constituted a rhetorical vision of social reality. From four such dramas, the study concluded that for fledging Communists the vision simplified the complexities of life, creating a world with little uncertainty. Other conclusions related to the projection of a new self-image, in its role of resolute protagonists marching across the center stage of history; yet, it negated individuality in favor of a singular identity expressed through the rising movement. By contrast, antagonists were characterized as frightened and disarrayed. The study concluded that hate, fear, suspicion, and feelings of exaggerated self-esteem predominated. Finally, the fantasies motivated participants to be vigilant guardians of the movement, preacher-militants agitating the masses, and revolutionary martyrs to the workers' cause. Three conclusions underscored the vision's ineffectiveness for proselytization of American workers: the prevailing climate of opinion in post-war America, the vision's Marxist-Bolshevist roots, and the style of the Communist rhetoric.

Jones, Donald W. An Analysis of the Oratory of Whitney M. Young, Jr. Ohio U (Communication), 1973.

This analysis of the oratory of Whitney M. Young, Jr. represents an attempt to (1) bring out the elements in the life background of Young that influenced his career as a speaker; (2) view the civil rights events of 1960-1970, particularly regarding the Urban League; (3) examine and analyze from the point of view of the rhetorical critic, thirty-two representative speeches and testimonies of Whitney Young during his tenure as executive director of the National Urban League, 1961-1971, and (4) determine which audiences responded most favorably to Young's rhetoric.

The methodological approach utilized in this study was essentially descriptive, incorporating an analytical focus on the biographical, historical, and rhetorical factors inherent in Young's oratory. Specifically selected Aristotelian concepts of rhetorical criticism served as the basis for the main divisions of this study.

The study reveals that Young's speeches are almost entirely persuasive in nature. Relying consistently on problem-solution order, sometimes coupled with cause-effect reasoning, Young presents the problem vividly by using expository detail, and substantial evidence of fact and opinion, concluding with his recommendation for remedial action based upon his original thesis.

Young's mode of delivering a speech is basically converrational and informal, but forceful and emphatic. His rhetoric of persuasion produced tangible results with individuals who had the industrial and political power to provide funds and employment opportunity for minorities.

Young was not successful in his attempt to unify mainstream blacks and whites with the black nationalists and separatists.

Lower, Frank J. A Rhetorical and Content Analytic Study of the Speeches of Julian Bond. Florida State U (Communication).

This study analyzed 42 Julian Bond speeches given between 1968 and 1972. Both traditional analysis and content analytic techniques were employed.

The rhetorical analysis revealed that Bond deviates from his manuscript as he delivers his speeches, but the changes do not alter his meanings. The study confirmed Bond's reputation as a rational speaker because he stresses the logical elements while playing down emotional appeals. Bond structures speeches in the problem-solution mode, but is weak in presenting concrete solutions. Bond's voice is his greatest asset in delivering his speeches since he uses few gestures. Bond's style is classified as the middle style due to his use of embellishment.

The content analytic measures provided objective data on Bond's style. The measures compared Bond to six other black spokesmen and indicated possible differences in Bond's remarks before predominantly black and predominantly white audiences. Three null hypotheses were tested using the data revealed by the application of the Type-Token Ratio, Discomfort-Relief Quotient, Flesch Reading Ease Score, Gunning-Fog Index, Flesch Human Interest Score, Flesch Abstraction Formula, and the Gottschalk-Gleser Content Analysis Scales—Anxiety, Hostility Directed Outward, Hostility Directed Inward, and Ambivalent Hostility. The first hypothesis tested for significant differences among all seven spokesmen. This hypothesis was rejected for five of the ten measures. The second null hypothesis compared Bond to each of the other spokesmen on each of the measures. It was rejected on two of the measures only. The third null hypothesis tested for differences in Bond's language use before the two types of audiences. This hypothesis was not rejected for any content analytic techniques, leading to the conclusion that Bond does not vary his speeches between predominantly black and predominantly white audiences.

Martin, Robert F. Celluloid Morality: Will Hays' Rhetoric in Defense of the Movies, 1922-1930. Indiana U (Speech and American Studies).

The purpose of this study was to critically analyze Will Hays' rhetoric in defesne of the American motion picture industry against censorship, government regulation, and public discontent with the moral tone of movies during the period 1922-1930.

Known popularly as the "Czar of the Movies," Hays enlisted the cooperation of civic leaders, churchmen, and educators to help him bring morality to the screen. Hays' *ethos* as a teetotalling Christian patriot steeped in the traditions of rural America represented the antithesis of scandal-ridden Hollywood, and he was soon dubbed "Guardian of the Nation's Morals." Hays avoided public debate over censorship. He cultivated an epideictic rhetoric that rationalized the industry's failures, claimed that movies were economically, educationally and spiritually vital to the nation, and promised that films would not debauch American youth. Reformers called for federal censorship of films and denounced Hays as a "Presbyterian false front" for Hollywood. Distressed by the rapid change of values and morality in the Jazz Age, Hays insisted that movies should reflect the disappearing values of village America. He devised three production codes to guide producers to decency.

Ultimately, Hays believed that producers must never allow evil to triumph on the screen. Hays' speaking helped decrease government censorship of the movies in the 20s, but it ignored the changing temper of a larger audience. His proudest achievement, the 1930 Production Code, affirmed the values inherent in his rhetoric, but denied popular film taste and a new moral order of urban America.

McCauley, Morris L. The Preaching of the Reverend Rowland Hill (1744-1833), Surrey Chapel, London. Louisiana State U (Speech).

All three of the parties—the Methodists, Lady Huntingdon's Connexion, and the Anglican Evangelicals—that emerged from the eighteenth-century British pietistic revival shared the conversion experience, and high moral standards. Since preaching was a means of propagating such sentiments, among the pietists religious speaking assumed a new importance. This study describes and analyzes the career of Rowland Hill, one of the most prominent practitioners of revivalistic rhetroic. From his days as a student at Cambridge until his death in 1833, Hill itinerated throughout Britain calling men to personal faith in Christ. Even after he had built his chapel at Wotton-under-Edge and a larger one, in 1783, in London, Hill continued to itinerate long after the practice ceased to be popular among the cautious Anglican Evangelicals.

Whether at Surrey Chapel or away, three themes dominated Hill's preaching: "ruin by sin, redemption by Christ, and regeneration by the Holy Spirit." In addition to a moderately Calvinistic interpretation of these dogmas, Hill occasionally spoke on other subjects, such as Christian unity, the strict observance of the Sabbath, and the importance of maintaining British institutions despite attacks by the radicalism engendered by the French Revolution. Nevertheless, for Hill, these were secondary. Without a doubt, the major emphasis of his preaching was evangelistic. Because he travelled and preached throughout the British Isles for sixty years, Hill was probably the best known pulpit orator in British after Wesley's death in 1791.

Mills, Norbert H. The Speaking of Hubert H. Humphrey in Favor of the 1964 Civil Rights Act. Bowling Green State U (Speech).

This study attempted to investigate one

aspect of the speaking of Hubert H. Humphrey's advocacy for equal rights for minority groups in the United States. The study focused on Humphrey's major public addresses and Senate speeches regarding the 1964 Civil Rights Act. Eighteen public speeches and numerous Senate statements dating from September 20, 1963, to June 17, 1964 were analyzed.

The study employed an historical-descriptive-critical method of rhetorical analysis. Questions regarding the rhetorical situation were posited and answers were set forth in succeeding chapters. An attempt was made to determine the types of audiences addressed, the nature of Humphrey's addresses, the major strategies which were employed, and how the Senator argued for the bill.

Analysis revealed that Senator Humphrey addressed public audiences, which were classed as religious, political, educational, commencement, and miscellaneous. Humphrey made a conscious effort to adapt his speeches to each particular audience and carefully worked the idea of civil rights into those speeches not expressly dealing with that issue. Major issues which emerged in the public speeches were contained in the various titles of the Civil Rights Bill. Aside from the strategy of choosing only particular types of audiences to address, the legislative strategies employed were equal in importance to and dictated what many of the rhetorical strategies would be. The reasoning employed by Senator Humphrey was sound and evolved around a major deductive pattern. Supplementing the deductive pattern were methods of induction including cause-effect, authoritative testimony, and specific instance.

Payne, James C., II. A Content Anlysis of the Speeches and Written Documents of Six Black Spokesmen: Frederick Douglass, Booker T. Washington, Marcus Garvey, W. E. B. DuBois, Martin Luther King, Jr. and Malcolm X. Florida State U (Communication), 1973.

The purpose of this study is to establish rhetorical norms for six black spokesmen, by which other spokesmen can be compared.

The norms were ascertained on the following scales: Flesch's Reading Ease Scale FRES; Flesch's Abstraction Formula FAR; Flesch's Human Interest Scale FHIS; Gunning-Fog Index GFI; Type-Token Ratio TTR; Discomfort Relief Quotient DRQ; Gottschalk, Gleser and Springer's Anxiety Scale AX, Hostility Directed Outward Scale HO, Hostility Directed Inward Scale; and Ambivalent Hostility Scale HA.

Five texts were selected for each spokesman. These texts were either speeches or written documents or a combination of the two. Each text was analyzed with each of the scales. The scores for each spokesman's five texts were averaged for each of the scales in order to obtain a mean score for each spokesman on every scale. These mean scores on the scales are the norms for each spokesman. In addition, overall norms for each of the scales were calculated from all texts. These overall norms were based on the mean value of all texts on every scale.

The measurement averages of the thirty texts could be characterized as follows: highly interesting; fairly concrete; difficult; at about a ninth grade reading level; slightly greater than moderate vocabulary flexibility; a tension level of slightly more relief than discomfort; a moderate level of anxiety; a low level of hostility directed outward; and a moderately low level of ambivalent hostility.

Three general null hypotheses were also tested by all scales. They were: (1) H_o There is no significant difference among the six spokesmen's scores; (2) H_o There is no difference between the mean score of the speeches and the mean score of the written documents; (3) H_o There is no significant difference between the spokesmen's communications directed toward predominantly black audiences and those directed toward general or audiences which are not predominantly black.

Six specific null hypotheses were rejected at the .05 level of significance. The first H_o was rejected at the .05 level for the Hostility Directed Inward Scale ($.02 < p < .05$), Hostility Directed Outward Scale ($.02 < p < .05$), and Ambivalent Hostility Scale ($.01 < p < .02$). The second H_o was rejected at the .05 level for Flesch's Human Interest Scale ($.01 < p < .001$) and the Hostility Directed Inward Scale ($.01 < p < .001$). The third H_o was rejected at the .05 level for the Type-Token Ratio.

In the Appendix of this study are tables giving the mean, standard deviation, variance, range, skewness and kurtosis for each spokesman and each scale used.

Purnell, Sandra E. Rhetorical Theory, Social Values, and Social Change: An Approach to Rhetorical Analysis of Social Movements with Case Studies of the New Deal and the New Left. U of Minnesota (Speech-Communication).

This thesis defines the rhetorical structure of social change through analysis of the value premises employed in characteristic rhetoric and through application of Burkean concepts including acceptance, rejection, casuistic stretching, and identification. Social movement is viewed as a public drama, or an extended rhetorical transaction between competing systems of order and a mass audience. In this system, rhetorical analysis becomes the discovery and interpretation of the implied value premises which support the old order and the competing value premises associated with various movement groups. The critic attempts to explain the processes by which the old values are gradually replaced by the new. Rhetoric becomes the study of subconscious or semiconscious forces that are adapted, applied, molded, shared, and warred over by the old order and rising counter-forces.

In this study, enthymeme analysis was adapted to the study of movements through two processes: viewing the enthymeme's "missing premise" as a value or postulate held by the audience which made the message both coherent and persuasive, and establishing a method for selecting "key statements" to be subjected to enthymeme analysis. The key statements of the old order were sought in ceremonial or ritualistic messages directed to believers while the dissidents' key statements were sought in constitutions or founding statements, dramatic confrontations, agitational literature, and other "representative anecdotes" as well as ceremonial rhetoric.

The bulk of the dissertation was turned over to case-study analysis of two periods of social upheaval in recent American history: the 1930s and the 1960s.

Richardson, Larry S. Civil Rights in Seattle: A Rhetorical Analysis of a Social Movement. Washington State U (Speech), 1975.

Emergence of organized social movement during the twentieth century has posed problems for rhetorical critics. Complexity interacts with profession of media, masking significant communication behavior of a time and place. This dissertation demonstrated one means for identifying and analyzing significant movement rhetoric.

Implementing methodologies of Kenneth Burke, the study centered around rhetorical criticism applied to the Seattle civil rights movement between 1962 and 1969. Historical description served to provide a chronology of Seattle civil rights events and a basis for analysis of rhetorical residues.

The rhetorical analysis was divided into two phases, extrinsic, where functionality of communication was discussed, and intrinsic, where internal workings of the language were explored. The materials analyzed included speeches, letters, press releases, memoranda, and other movement artifacts.

Several conclusions were developed. The key leadership within the Seattle civil rights movement was composed of leaders of several civil rights organizations. The central leadership was composed of John Adams, Walter Hundley, Charles Johnson, and Edwin Pratt, while others contributed in lesser ways to an all-encompassing federation of Seattle blacks. John Adams became the guiding democratic leader between 1962 and 1968.

The organization concentrated on one thing at a time, bringing all of the resources of the organization to bear on a single problem. The sequence of campaigns noted was (1) the CORE retail desegregation campaign, (2) the events around the shooting of Robert Reese, (3) the Urban League Triad Plan and consequent school boycott, (4) the attack on unemployment and job discrimination, (5) efforts to maintain momentum and leadership when challenged by black power activists.

Riveland, Clara B. An Analysis of the National Farmers' Organization's Attempts to Reduce Rhetorical Distance Between Rural and Urban Cultures. U of Minnesota (Speech-Communication).

This dissertation is a rhetorical analysis of communication problems experienced by the National Farmers Organization (NFO) as it attempts to gain support from non-members in solving farmers' economic problems.

This study employs two devices for its analysis. The first is the communication model designed by Professor William S. Howell using the concepts of intent, context, encoding, transmission, reception, decoding, response, and feedback to describe what probably occurs in communicative acts. The second is the metaphor of rhetorical distance based on Professor Wayne Brockriede's "Dimensions of the Concept of Rhetoric." This study assumes that a diligent application of the Howell model to communicative acts can reduce rhetorical distance.

Using data gathered through interviews, field observation, the media, and a survey of literature on the subject, the study discovered that the NFO experienced much difficulty in attempting to reduce rhetorical distance between the organization and other groups for several reasons. First, the organization seems to prefer stifling conflict rather than dealing with the problems leading to the conflict. Second, the NFO fails to gain the support of the ninety percent or more of the farm population not belonging to NFO because of NFO's attacks on the credibility of persons whose beliefs are inconsistent with their philosophy. Third, the NFO ascribes attitudes to urban citizens and others which are inconsistent with data revealed in the literature and in various polls. Because they seem to be source-oriented rather than audience-oriented, rhetorical distance appears to increase rather than decrease between the NFO and other groups in America.

Samosky, Jack A. Noah Morgan Mason: The Rhetoric of an Anti-New Deal Congressman. Indiana U (Speech).

Noah Morgan Mason (1880-1965) represented the Twelfth Congressional District of Illinois in the United States House of Representatives from 1937-1962. This study examined nineteen selected speeches on four major themes to discover methods by which Mason argued for his conservative political beliefs. The themes were labor, the United States Supreme Court, foreign policy, and taxation. The analysis revealed that when he spoke in the House his reputation, knowledge of the subject, speaking skills, and personal interpretation of American values served as his ethical and pathetic proofs. In the non-House speeches he added appeals specifically tailored to particular audiences. He usually sought common ground, occasionally introduced humor, and always included at least one specific reference applicable to the audience.

To support his ideas Mason often chose explanation. In eighteen of nineteen speeches explanation dominated all other forms of support. His choice was neither unusual nor surprising, as he had spent many years as teacher and forensics coach, believed in plain, distinct style, and was known for his directness and clarity.

The final conclusion drawn from the analysis indicated that Mason's arguments tended to be deductive. While he often employed induction and causation, beneath such patterns he was reasoning from what he believed were axioms to inevitable conclusions. He argued deductively because he was committed to his conservative principles, and his principles became axioms from which he deduced his conclusions.

Sather, Lawrence Arne. Biography as Rhetorical Criticism: An Analysis of John F. Kennedy's 1960 Presidential Campaign by Selected Biographers. Washington State U (Speech).

The purpose of this study is to determine whether persuasive strategies used by a successful presidential candidate, as described and evaluated in popular boigraphies, can be analyzed to infer postulates concerning the effectiveness of campaign persuasion. Answers are sought to two basic questions: (1) can biographies be analyzed for the persuasive strategies their subjects use; and (2) can a unified biographical view of effective persuasive strategies used by a presidential candidate be synthesized from a number of biographies which cover his campaign?

The study is organized by the chronology of a presidential campaign: a pre-convention phase, a convention phase, and a general election phase. Each topic is divided into "descriptive" remarks, which report happenings, events, or strategies, and "evaluative" remarks, which judge the effectiveness of the strategies used. The "descriptive" and "evaluative" remarks are drawn from statements made by biographers on the various topics. Notes are taken when it appears that the importance of a specific strategy, act, or result is being emphasized in a particular biography.

The 448 "descriptive" statements and the 578 "evaluate" remarks presented show that biographies can be analyzed, and the persuasive postulates inferred from the "evaluative" remarks demonstrate that a unified biographical view can be synthesized from a number of biographies which cover the campaign of a successful presidential candidate.

Sayer, James E. Clarence Darrow—Public Debater: A Rhetorical Analysis. Bowling Green State U (Speech).

Clarence Darrow achieved prominence as the nation's premiere criminal attorney during the 1920's. Because of his pronouncements and influence upon the significant social issues of that time, Darrow's legal career has been studied by many scholars in different academic disciplines, but his non-legal speaking activity has remained virtually neglected. Since Darrow took part in more public debates than courtroom cases, this study was undertaken to examine this aspect of his overall speaking career.

Five selected debates from 1924 through 1929 were carefully examined and analyzed in terms of the strategic objectives and major lines of argumentation employed by both Darrow and his debate opponents. Each debate was presented and analyzed within the context of the development of the issued involved, the circumstances surrounding the debate occasion, and Darrow's prior position on the issue.

The study concluded that Darrow possessed several major strengths and weaknesses as a public advocate in the open forum. Specifically Darrow utilized a pleasant conversational style of speaking and humorous invective that generated great forensic power. His traits of sloppy organization, poor refutation practices, and an avoidance of factual and opinionated evidence, however, tended to detract from Darrow's debate abilities. The study also concluded that Clarence Darrow was an impressive and worthy opponent in public debate; he certainly was not the invincible foe he has often been pictured to be.

Scheid, Walter E. A Study of the Parliamentary Speeches of Lord Byron. Ohio U (Interpersonal Communication).

The purposes of the study were to examine the factors that shaped George Gordon, Lord Byron's attitudes about oratory and government, to critically examine his parliamentary speeches, and to determine why he abandoned his parliamentary career.

Parliamentary records, Byron's writings, diaries, and memoirs of his contempories, as well as an extensive number of secondary sources were carefully examined. Stephen Toulmin's model of argument was employed in determining the stasis position in each of three speeches, and Neo-Aristotelian criteria were adapted to aid the criticism.

Byron's home life and education showed significant influences on his parliamentary attitudes. Critically, his speeches were judged to be failures; Byron's stasis positions and style were found to be the most significant factors. Byron's temperment, sensitivity to criticism, personal laziness, and stagefright offer the major reasons for his failure in Parliament. The evidence also pointed to the conclusion that he was deeply wounded psychologically by the failure and that this may have had a significant effect on his later life and career.

Smith, John Kares. Upton Sinclair and the Celestial Crown: the Rhetoric of *The Dead Hand Series*. Northwestern U (Communication Studies).

One of Upton Sinclair's most ambitious undertakings is *The Dead Hand* series. In this series of six volumes, published between 1917 and 1927, Sinclair analyzes history from the socialist perspective. Thoughout the series, Sinclair depicts and indicts capitalism as the great enemy because, in his opinion, it exploits the wage earner for the benefit of the owners of prodution.

The discourse of *The Dead Hand* series is analyzed within the matrix of three interrelated rhetorical components: rhetorical situation rhetorical strategies, and audience effects. The dissertation is divided into six chapters. The first four chapters contain a description and analysis of the rhetorical components of *The Dead Hand* series. Chapter Five explores the relationship between the rhetorial situation and the rhetorical act by comparing the rhetorical strategies found in Sinclair's series against the broader background of the earlier muckraking period. Chapter Six is a summary and conclusion.

Thrash, Artie Adams. The Rhetoric of Physicians: A Field Study of Communication with Colleagues and Patients. Louisiana State U (Speech).

The purpose of this field study was to provide a descriptive analysis of the rhetoric of physicians as they communicate with their colleagues and patients.

Weekly presentations made by surgeons at a metropolitan hospital were observed and evaluated according to invention, structure, style, and delivery. Communication with patients was analyzed according to such criteria as fulfilling the patients' desire for information and imparting necessary information.

The results of this study revealed that with little training in oral communication, the surgeons depended upon medical credentials rather than rhetorical preparation to achieve their communication goals; they demonstrated confidence in their own judgment while speaking to colleagues and patients, but lacked fluency and ease of manner in their formal speaking.

Other results indicated that patients were satisfied with their surgeons' communication if the physicians demonstrated a personal concern for them; they were willing to accept the medical title as sufficient reason to obey physicians' directives. While the surgeons were willing to discuss mistakes and controversial treatment with colleagues, they reasoned that the patients' awareness of such problems would be detrimental. The physicians gave verbal support to the principle that patients have the right to know about their condition and treatment, but gave limited information, and when a difference of opinion between doctors existed. Patients, on the other hand, reported a desire for all details but generally were apathetic in seeking information.

Walsh, Barbara H. The Negro and His Education: Persuasive Strategies of Selected Speeches at the Conference for Education in the South, 1898-1914. Louisiana State U (Speech).

This study reports, analyzes, and evaluates selected speeches on Negro education delivered to the Conference for Education in the South on the basis of what they contributed to harmony and to fostering reconciliation between the North and the South. The purpose of the Conference was to improve standards of education in the South. Led by its long-term president, Robert Curtis Ogden, and such noted southern educators as J. L. M. Curray, Edwin A. Alderman, and Charles Dabney, the Conference attracted philanthropic support and northern interest. Convention speeches were devoted to various educational subjects. Each year one speaker was carefully selected to discuss the controversial topic of Negro education. To prevent discord, these speakers usually emphasized popular southern myths: the excellent training blacks received on the plantation; their weaknesses—moral, spiritual, social, political, economic, and intellectual—and the conviction that vocational training would correct many of these deficiencies. Many persuasive devices were employed to encourage harmony between northern and southern whites and to gather support for southern education including railroad excursions to black and white schools, urban and rural rallies between conferences, voluminous informative and persuasive publications, lavish social occasions, and elaborately decorated convention sites. The domination of southern leaders required the organization to emphasize universal eduation and to minimize black education. In addition, the devotion of the members from both regions to further congenial relations among themselves meant the Negro was essentially forgotten.

Weaver, Bruce J. The French Revolution and the Polarization of the House of Commons, 1790-1793: A Case Study in the Rhetoric of Parliamentary Debate. U of Michiagn (Speech).

This study investigated the debates in the House of Commons concerning the French Revolution and internal reform from the outbreak of the Revolution in 1789 to the declaration of war in 1793. The purpose of this investigation was to discover the role parliamentary discussion played in the polarization of opinion which eventually destroyed opposition's ability to fight William Pitt's repressive legislation. Through the discussion of fourteen debates, it was concluded that parliamentary talk greatly aided the extremists on both the right and the left in their efforts to destroy the viability of a middle position.

The conservative viewpoint as expressed by Edmund Burke almost exclusively relied on argument from circumstance to prove that conditions negated the validity of any domestic reform, while the reforming position espoused by Richard Brinsley Sheridan used argument from definition to prove that certain changes were needed to archieve the "rights of man." Charles Fox and William Pitt, who maintained the middle position, tried to avoid extremist rhetoric by using both argument from circumstance and argument from definition. However, the extremists used parliamentary debate to introduce topics which invariably caused controversy and hence forced Fox and Pitt to take specific public stands on the ramifications of the Revolution. Gradually through the interaction of parliamentary talk, Pitt shifted his allegiance to Burke and Fox joined the reforming Whigs, although he argued until the end that he held the middle-of-the-road position.

Wilder, Carol. The Rhetoric of Social Movements: A Critical Perspective. Kent State U (Speech).

The research question is: What is a flexible, balanced, and coherent critical perspective which can be broadly employed by rhetorical critics in their investigation of the rhetoric of social movements.

Following an introduction, Chapter II, "The Dialect of Conflict and Change," develops three positions: (1) A general understanding of social change is often better achieved through acceptance and implementation of a conflict model of society rather than a consensus model, (2) The explication and implementation of a conflict model of social process is best achieved through acceptance of a conceptual framework which is dialectical in both theory and method, (3) A dialetical conflict model of social process is firmly rooted in our intellectual tradition, as illustrated through the work of Aristotle, Hegel, and Marx.

Chapter III, "The Nature of Social Movements," considers: (1) How can social movements be defined as distinct from other forms of social change and collective behavior? (2) What are the major phases and requirements in the life-cycle of a social movement? (3) What are the major variables of a social movement? (4) How can a social movement be viewed as a dialectical process?

Chapter IV, "The Rhetoric of Social Movements," supports three propositions: The preponderance of 'rhetorican theories from classical to modern times have been interpreted as being based upon a consensus model of social, political, and rhetorical processes which is incomplete for the rhetorical criticism of social movements. A dialectical conflict model is an equally viable and essentially unexplored alternative perspective. Finally this model holds rich and specific research implications for the rhetorical critic of social movements.

Chapter V, "National Organization for Women: The Dialect of Development," is a limited illustrative case study of the perspective developed in preceding chapters.

Wolff, Luella M. A Value Analysis of John Enoch Powell's Nine Immigration Speeches from 1968 through 1970. Southern Illinois U (Speech).

The purpose of this study was to discover from the content of nine immigration speeches delivered by John Enoch Powell the standards or principles for which his choices of repatriation and re-emigration were made from among the alternative courses of action possible. Those standards or principles were the values underscoring his choices on the issue of immigration.

The method used to discover and analyze the values of J. Enoch Powell in nine immigration speeches was value content analysis. Thirty leadership values were used for the analysis of which sixteen appeared in Powell's immigration speeches.

Through the analysis each of the speeches revealed the criteria upon which Enoch Powell based his suggested action, and a compilation of the speeches projected data that showed the value criteria from which he formulated his proposal. The analysis showed that Powell held strongly to the values which moved him to speak out on immigration.

The use of value analysis contributed substantially to an understanding of immigration in Great Britain, the leadership values of Enoch Powell, and other insights that were previously indeterminable.

Wycoff, Edgar B. III. An Analysis of Earl Nightingale's Audio Cassette Counseling Programs: A Case Study in the Rhetoric of Success Motivation. Florida State U (Speech Communication).

Audio cassette counseling programs written and narrated by Earl Nightingale were investigated in this study which contains both description and critical analysis. In addition to authoring an international radio broadcast commentary entitled "Our Changing World," Nightingale also produces audio cassette counseling programs that are marketed internationally.

Nightingale's first counseling message, the record "The Strangest Secret," was the largest selling non-entertainment recording in history, and with it he is credited with initiating the currently thriving informative recording industry.

The broad question directing the study was: What elements contribute to Earl Nightingale's rhetorical effectiveness in the communication of success motivation themes through the use of audio cassette counseling programs?

Nightingale's cassette programs convey success motivation rhetoric. A content analysis revealed that Nightingale uses a language characteristic of most speakers on the success motivation theme. The theme was popularized in America's early colonial period and has been perpetuated over the centuries. Themes in Nightingale's messages were found to closely resemble many of the early American success themes. Their modern appeal relates not only of the years of popularity in America, but also in that they address major American value orientations.

Nightingale's rhetorical effectiveness was established on the basis of audience response and criterion analysis factors. Experimental studies provide evidence of attitudinal change as a result of listening to the Nightingale messages.

Nightingale has an unusual faculty for consolidaitng several philosophies into brief, yet expressive messages. In doing so he employs a cassette tape medium that reflects the pace and technology of mid-1970 America.

RHETORICAL AND COMMUNICATION THEORY

Beck, Joseph Darrell. Intrapersonal Communication: A Quasi-Experimental Study. Washington State U (Speech).

This study dealt with two conditions of intrapersonal communication, high and low. The two conditions were respectively identified by stabile or labile galvanic skin response patterns. It was hypothesized that highs (stabiles) would score higher than lows (labiles) on selected scales of the Personal Orientation Inventory, and that highs (stabiles) would score lower than lows (labiles) on the Dogmatism Scale. None of the hypotheses was confirmed.

The author proposed several possible explanations for the findings, as well as possible directions for future research in the area.

Boss, George P. The Formulation of a Paradigm for Oral Stylistics with an Application to Willkie and Roosevelt in the 1940 Presidential Election. Ohio U (Communication).

The primary purpose of this work was to create a practical stylistic paradigm for the speech act that could function as an instrument of rhetorial analysis for the unique communicator. The second purpose was to apply the paradigm to the oral communication of Wendell L. Willkie and Franklin D. Roosevelt in the 1940 presidential election.

Classical and contemporary prescriptions for style were reviewed and placed within the proposed paradigm. Additional areas were included to complete the expanded boundaries for oral stylistics, which encompass communication and rhetorical theory.

The assertion was offered that any analysis of oral style should consist of three realms: communicator, scene and language. Within these large communicative territories resided many sub-characteristics. The communicator was divided into biographical self, emotional-intellectual self, and physial self. Scene was divided into period and situation. To language was alloted dimensions of phonation, unit of word, symbol, phrase-sentence-syntax, and verbal message.

Historical and biographical sources were then consulted for background on Willkie and Roosevelt, eliciting information essential to parts of the paradigm relevant to the communicator and scene. Reproduction of their speeches in manuscript and film were utilized in exploration of language.

From application of the oral stylistics paradigm to the presidential election, it was concluded that the unique communicator could be more adequately identified. However, biographies and histories are not often produced by specialists in communication. Thus the empirical, rhetorical analyst must base some of his findings on inference and interpretation.

Buice, Lee R. The Concept of "Presence" in Selected Theories of Rhetoric. U of Southern California (Speech Communication), 1975.

"Presence" is defined as that influence that causes the substance of rhetoric to seem near at hand. This study analyzed the nature and function of presence in selected theories of rhetoric. All theories consider presence instrumental to effective communication, and theories since the eighteenth century deem its creation essential to the rhetorical process.

Classical theorists conceived presence as that force of imagery that endows discourse with the impact of nature. In seventeenth- and eighteenth-century theories of rhetoric, presence is perceived as an agent of imagination that serves to illuminate reason; as that quality of language that functions through verbal portraiture to give ideas sensuality; as a linguistically created condition of spectatorship that places before an auditor a "scene" which rivals the impact of actual observation; and as that quality of language that links discourse with its sensory referent to command the faculties of the mind.

In the twentieth century, presence has two dimensions in Kenneth Burke's theory of rhetoric. Linguistically, it concerns the power of symbols to generate the mind's apprehension of reality. Ontologically, it designates a transcendent state wherein man is consubstantial with his world. In Chaim Perelman's theory of rhetoric, presence energizes perception to cause a sense of actuality sufficient to insure the mind's adherence to ideas. By causing adherence, presence serves the epistemological function of according arguments the status of knowledge.

Presence is instrumental in the effectiveness of all discourse, and its nature and functions have implications for rhetorical theory, research, pedagogy, and criticism.

Cappella, Joseph N. Some Dynamic Mathematical Models of Dyadic Interaction Based Upon Information Processing Theory. Michigan State U (Communication).

In order to treat the dynamic behavior of dyads as attributes being negotiated through the process of mutual influence, mathematical models are necessary. The reason is that even for dyadic influence the dynamics of change is too complex to be handled with purely verbal models.

The models developed for mutual influence in this thesis originate from Newcomb's structuring of dyads and, therefore, include variables for each person's attitude, each person's perception of the other's attitude, and each person's attraction to the other. In addition to these six variables, we consider two aspects of the communicative interchange: the rate of transmission of messages and the content of generated messages. In the case of content, two alternative models are considered: a *veridical* model in which the speaker's message always reflects his attitudes and a *shift* model in which the speaker's message is shifted a fraction of the distance toward the speaker's perception of the other's attitude.

Because Newcomb's paradigm for dyadic situations does not specify the *form* of the change equations for attitudes, perceptions, and attractions, two well-known theories of attitude change were invoked to specify the form of the change equations for attraction (Social Judgment Theory) and for attitudes and perceptions (Information Processing Theory).

Chase, Lawrence J. Statistical Power Analysis in Contemporary Communication Research: Explication, Application, Assessment. Bowling Green State U (Speech).

While Type I error has enjoyed widespread attention in communication research, the interrelated concepts of statistical power and Type II error have been generally neglected. In order to assess the extent of the disregard for these considerations, a statistical power analysis of the articles published in the 1973 volumes of the nine major communication journals was conducted.

The results indicated that published communication research was generally lacking in statistical power. The average power estimates for small, medium, and large effects were .18, .52, and .79, respectively. These estimates correlate with previously conducted power analysis by psychological and educational researchers, thus evidencing the fact that low statistical power pervades behavioral research.

Recommendations for the eradication of this neglect were advanced, and the role of power analyses as a component of modern data analysis was explicated.

Crawford, John E. Strain Toward Stability, Theory: Effects of Encountered Environmental Changes Upon Individuals' Abilities to Anticipate Changes Forewarned by a Written Message. U of Southern California (Speech Communication).

The purpose of this study was to propose and test a theory. The theory suggested that an optimal response to a message by a given individual would require that he initially has an optimal information processing capacity, and that he perceives an optimal quantity of information within the message in such a way that he can adequately anticipate disruptions within salient environments.

To test these notions a student population was assigned to one of three levels of Environmental Encounter Press on the basis of the number and relative stress potential of various events which they had encountered during the preceeding year. A message warning that all class starting times would advance two hours as an energy conservation measure, was administered. On the basis of the number and earliness of student class schedules, each group of 100 EEP subjects was assigned to one of three levels of Environmental Anticipation Press.

A posttest only, no control group 3 x 3 ANOVA testing two nonmonotonic main effects, and an interaction hypothesis revealed no support for the theory. No predictions could be supported which suggested that moderately pressed individuals would have more positive evaluations of the proposed change and greater perceptions of stress flowing from the anticipated environment. Predictions suggesting that moderately pressed individuals would have less stable—untested—relational orientations as a consequence of greater anticipation behaviors were also unsupported. This last notion was tested by observing individuals 'latitudes of acceptance, rejection, and noncommitment. In sum, major revisions of the theory or of the testing procedures were mandated.

Czubaroff, Jeanine Kallander. The Rhetorical Character of Academic Controversy. Temple U (Speech).

Philosophers Karl Popper and Stephen Toulmin offer epistemologies which challenge the ancient distinction between *epistēmē* and *doxa* on the basis of which logicians have concluded that scholars need not engage in debate in their efforts to find the truth, and rhetoricians have concluded that learned discourse has no rhetorical features. Popper and Toulmin argue that in the absence of infallible research methods and truth criteria, scholars can distinguish sound and unsound theories and claims only through critical test and debate of these theories and claims. Thus, they argue that non-demonstrative argument and controversy are central activities in man's search for knowledge.

In the light of these epistemologies, rhetoricians must again consider what is the relation of rhetoric to science. This study approaches this issue by asking what, if any, are the rhetorical aspects of academic controversy.

Comparison of theories of academic controversy offered by philosophers Mortimer Adler, Rupert Crawshay-Williams, and Stephen Toulmin with a general conception of rhetoric derived from the rhetorical theories of Karl Wallace, Donald Bryant, Kenneth Burke, and Chaim Perelman suggests that academic controversy is rhetorically motivated discourse which takes place in distinctively rhetorical situations. Furthermore, it appears that scholars who would be effective with their immediate colleagues necessarily resort to the rhetorical process of adapting their discourse to their relevant academic audience.

These conclusions suggest that rhetorical studies of particular academic controversies will change our conceptions of rhetoric and the sciences.

Davis, Robert H. The Visualizer-Verbalizer Cognitive Style Among Creative Specialists as It Affects Communication Behavior. Ohio State U (Communication), 1975.

The purpose of this study was to compare artists and writers at both the professional and student level to assess their performance on two measures commonly used in word-association-based tests for creativity.

Experimental subjects provided written continued word associations to five stimulus terms rendered as line drawings, photographs, or printed words. Results were compared based upon ideational productivity (number of associations given) and ideational diversity (uniqueness of associations given).

The results of the study were as follows: (1) Student artists gave significantly more associations to drawing and word stimuli than student writers. (2) Professional artists gave significantly more associations to drawing and word stimuli than artists of professional writers. (3) Professional writers gave significantly more associations to drawing stimuli than student writers. (4) Student artists showed more diversity of associations than student writers to photo stimuli. (5) Professional artists showed more diversity of associations than student artists in all three stimulus modes and more diversity than professional writers to photograph and drawing stimuli.

Diekman, John R. Speaking and Being: A Contemporary Philosophical Approach. Southern Illinois U at Carobndale (Speech).

That man speaks his language is obvious. But the precise character of the relationship between man and his language—the experience of language as man lives it through—is such that, just as obviously, language bespeaks man. Language, then, is an event which *befalls* man, in the sense that language is a primordial structural moment in man's existence. Each man is born into a social milieu which is predicated upon language. And thus in a very real sense language is being. If language is being, then, quite clearly man speaking is nothing less than the work of being.

The very fact that man lives the world in language makes language a problematic issue which must be resolved. Man experiences his own being as already-in-the-world in the company of other men. How, then, can he transcend the everyday so as to assert himself as an authentic speaker of authentic discourse? This transcendence is accomplished insofar as man turns all the more relentlessly toward the seeming groundlessness of his existence and faces up to its rigorous demands. The authentic speaker is he who has overtaken his worldliness and become an actor-in-project: who endures the exile of everydayness so that, one day, he might the better stand on his own in the clearing of the openness of being.

Durham, Kenneth R., Jr. An Experimental Study of the Effects of Religiosity, Social Attitudes, and Self-Esteem on the Reception of Homiletical Fear Appeals. Louisiana State U (Speech).

The purpose of this study was to investigate the effects of certain attitude characteristics—religiousity, social attitudes, and self-esteem—on the reception of homiletical fear appeals. The independent variables considered were two levels of fear appeal messages (High-Fear and Low-Fear) and two levels of sex of listener (male and female). The treatment messages described conditions of unrest in America related to areas of crimes, moral standards, and racism; it was proposed that a return to Christian values and faith would help alleviate such conditions. The two ten-minute messages contained the same basic content and were recorded on tape by the same speaker. Subjects were 114 students from speech classes at Louisiana State University. Two weeks prior to the experimental treatment, subjects completed a questionnaire to measure attitudes on religious issues, social issues, and self. After hearing the treatment, subjects completed a questoinnaire to determine their subjective evaluation of the message and their retention of information from it.

Results of the study were as follows: (1) Listener evaluation of the High-Fear message was significantly more positive than that of the Low-Fear message. (2) There was no significant difference between High-Fear and Low-Fear in eliciting information retention; males were significantly more retentive than females, especially from the Low-Fear message. (3) A highly significant positive correlation was found between religiosity and subjective message evaluation. (4) A highly significant positive correlation was found between religiosity and conservative social attitudes.

Eiland, Millard F. An Analysis and Evaluation of Rhetorical Criticism of Richard Nixon's Speaking on Watergate. Louisiana State U (Speech).

The study is an analysis and evaluation of responses in American magazines and newspapers to Richard Nixon's speaking about Watergate in 1973. The purposes were to evaluate these reactions by journalistic and rhetorical criticism standards, to identify the kinds of criticisms found, to determine what are the bases for the reactions, and what values and characteristics were expressed in them.

The study focused on 691 writings in sixteen newspapers and twelve magazines, including responses in articles, columns, poll reports, and editorials. The study was limited to critical comments about four speaking events: Nixon's April 30, August 15, and August 20 addresses, and his August 22 press conference.

The variety and large numbers of assessments pointed out the uniqueness of the events as objects of study in speech communication and revealed the importance Americans and American journalists placed on the President's rhetoric. Although the critics were overwhelmingly unfavorable, and some were caustic and satirical, most were fair and, indeed, tentative in tone. Those favorable seemed to strain to find points of agreement and reasons to withhold unfavorable judgment.

Although not usually very thorough or developed around clear criteria, these assessments emphasized the speaker's invention and also included comments based on the other canons, demonstrating the types and levels of criticism discussed in *Speech Criticism* by Thonssen, Baird, and Braden. The responses pointed out the importance speech criticism plays in the nation's journals in times of crisis and the need for greater understanding of criticism in America's print journalism.

Elliott, Michael R. Effects of Cognitive Similarity and Content on Outcomes of Small Group Communication. U of Washington (Speech).

The purpose of this study was to invesitgate the effects of Cognitively Similar and Dissimilar groups on Accuracy and Satisfaction under two content conditions: (1) where the content of the measure of Cognitive Similarity and the content of the communication event are similar and (2) where the content of the measure of Cognitive Similarity and the content of the communication event are different.

Subjects were administered a cognitive inventory designed by the investigator and were grouped into Cognitively Similar or Dissimilar groups on the basis of responses to the inventory. Content Similar and Content Dissimilar conditions were determined by placing subjects in a communication event where the content of the event and the content of the inventory were similar or a communication event where the content of the event and the content of the inventory were dissimilar. Accuracy was defined as the number of correct selections of a common photo image by members of a group. Satisfaction was measured by means of a paper and pencil instrument developed for this investigation.

The results of the study were as follows: (1) The hypothesis that Cognitively Similar groups would communicate more Accurately than Cognitively Dissimilar groups under the condition of Content Similarity was supported. (2) The hypothesis that Cognitively Similar groups would communicate more Accurately than Cognitively

Dissimilar Groups under the condition of Content Dissimilarity was not supported. (3) The hypotheses that Cognitively Similar groups would register greater Satisfaction than Cognitively Dissimilar groups were not supported under either of the content conditions. (4) The hypotheses that Accuracy and Satisfaction would be higher for Cognitively Similar groups under the condition of Content Similarity than under the condition of Content Dissimilarity were not confirmed. (5) The difference between the male/female proportions in Cognitively Similar and Cognitively Dissimilar groups was found to be significant with Cognitively Similar groups being comprised of more females and Cognitively Dissimilar groups being comprised of more males.

Fiordo, Richard Anthony. A System of Criticism Constructed From the Thought of Charles Morris and Its Application. U of Illinois (Speech Communication).

This study constructed a system of criticism from the thought of Charles Morris and applied this system in the form of a critique to Abraham Lincoln's "Second Inaugural Address." Beginning with Morris' cosmology as a foundation for a system of criticism, the study developed his metaphysics of objective relativism and his theory of mind as symbolic activity.

The next topic examined was Morris' theory of meaning. This involved a consideration of Morris' concept of humanistics, his method of scientific empiricism, his attitude of detached-attachment, his underlying assumptions of fallibilism and an operational a priori, and his notion of prbolematic and unproblematic contents.

The study then took account of Morris' theory of signs or semiotic. Morris' conception of sign processes or semiosis received treatment first. Then came his science of signs. A selection of the kinds of signs relevant to the establishment of a system of criticism was developed. Following this came an exposition of Morris' thought on language and communication, then logic and epistemology. His conception of five sign modes or aspects were explained, after which came a discussion of Morris' notion of the uses and effects of signs. The final item investigated within his theory of signs was his types of discourse.

Morris' theory of value was studied, including his notion of value as preferential behavior, axiology or the science of value, and the types and dimensions of value. Morris' theory of ethics and aesthetics was rendered in detail. The final point reported was his conceptualization of thirteen ways to live based on various religions of the world.

The study included a detailed critique of Lincoln's "Second Inaugural Address" based on Morris' combined perspective of cosmology, semiotic, and axiology. Included is an exact text of Lincoln's speech.

The study assesed Morris' philosophical thought as being sound, stimulating, and worthy of detailed consideration. A system for the criticism of discourse in general and speeches in particular can be constructed from Morris' thought and that it can be applied with fruitful and insightful results.

Frost, Joyce H. The Implications of Theories of Bargaining for Rhetorical Criticism. U of Texas at Austin (Speech Communication).

This study is an investigation of the implications of bargaining and conflict studies for rhetorical criticism. Current trends in rhetorical criticism are surveyed. Conflict is presented as a natural state of human interaction rather than a state to be eradicated. The critic is free to choose from several established methods of criticism and not bound by any one method, choosing instead an eclectic point of view. Conflict and bargaining theories contribute to the critic's method or perspective. Game theory is useful for the critic primarily for its focus on careful determination of parties, designation of conflicts as zero or non-zero-sum, payoff matrices, conscious and unconscious utilities, and other game descriptions. Manipulative strategies of bargaining focus the critic's attention on power and the voluntary limitation of choice. Attention is focused on threats, promises bluffing, blackmailing, and other coercive verbalizations. Finally, the conflict situation at Wounded Knee, South Dakota in 1973 is utilized as a case study for demonstrating the usefulness of bargaining theories for the rhetorical critic.

Fuertsch, David F. Lyndon B. Johnson and Civil Rights: The Rhetorical Development of a Political Realist. U of Texas at Austin (Speech Communication).

This study examines the rhetorical discourse of Lyndon B. Johnson on the civil rights issue during the course of his political career as U. S. Congressman, Senate Majority Leader, Vice President, and President. Johnson's public statements, press releases, press conferences, and constituent correspondence are examined in the context of nine rhetorical situations which cover the major political events or circumstances in which Johnson was involved in civil rights during his political career. An attempt is made to assess the political and rhetorical significance of this discourse through an analysis of the rhetorial choices made by the rhetor as evidenced in both the text and the context of the discourse.

Johnson's rhetorical shift of position on the civil rights issue is explained by reference to the different issues or situations involved, the different audiences or constituencies addressed, the political goals of Lyndon Johnson, and Johnson's positions of political influence. Though the underlying theme is that a sense of political realism made Johnson carefully calculate the political costs of support of civil rights and adapt his statements to different constituencies, this does not deny Johnson's educational and moral development in understanding the issue, which was particularly evident in his Vice-Presidency.

Gaffey, Shirley J. California Land Grant Disputes, 1852-1872: A Rhetorical Analysis. U of Southern California (Speech Communication).

The purpose of this study was to analyze the oral and written disputation relating to California land grant decisions, 1852-1872.

The design of the study combined historical and critical methods. Eighteen complete transcripts of the proceedings of the land grant commission to ascertain and settle the private land grant claims in California were examined, applying various treatments to the data. A system of interacting dimensions provided the framework for critical analysis.

Selected conclusions included the following: (1) A multi-dimensional interrelational analysis of the land grand proceedings reveals a communication transaction initiated, structured, and controlled by the federal government, and founded on a fiction that most California ranchos were fraudulent. The transaction highlights a cross-cultural clash which functioned to increase the ideological disparity existing between the Anglo-American and the Latin-American and that fostered attitudes on the part of the ranchero of betrayal, oppression, and robbery, all suppositions of the contemporary Chicano movement. (2) Situationally, the transaction was unjust. Repeated assurances of rancheros' rights to property were ignored. Legally, the transaction reveals that justice was served; proceedings were conducted in strict conformity to the law. (3) The culture that controlled the situational dimensions of the transaction controlled the outcome of the transaction. While the ranchero finally won legal title to his land, it was an empty victory because he had been divested of his economic, political, and social ascendancy.

Galloway, John J. Substructural Rates of Change, and Adoption and Knowledge Gaps in the Diffusion of Innovations. Michigan State U (Communication).

The study explored certain inequalities between "more-advantaged" and "less-advantaged" segments of a social system—inequalities in adoption and knowledge of innovations which were thought to have possible social change implications. A planned diffusion of innovations program had been conducted among 192 Indian villagers. Three-time panel data were collected spanning a three-year period. The study re-analyzed these data for different intra-system adoption rates and the presence of causal links between adoption at one point in time and later structural changes.

A central part of the conception involved "substructural criterion gaps" and whether they tend to widen or narrow over time. Structure referred to the arrangement of statuses and roles in a social system, and substructure referred to specified parts of that arrangement. Recent communication research suggests that substructures defined in terms of "high" versus "low" respondent education tend to have different rates of knowledge gain, such that "knowledge gaps" widen over time rather than close. In the present study, substructures were defined by numerous variables such as agricultural production, land area cultivated, social participation, opinion leadership, and prestige, as well as education; and gaps were examined for adoption criteria as well as knowledge. Substructural criterion gaps referred to observed differences at one point in time between specified substructures in the knowledge and adoption criterion variables.

Haapanen, Lawrence William. Value Congruence In Voter Preference. Washington State U (Speech).

The study investigated two propositions from the theoretical framework developed by Milton Rokeach: (1) people tend to perceive others in terms of the value structure they attribute to others; and (2) values are held, under some circumstances, as double standards. Four hypotheses were tested in the context of a hypothetical presidential election. Sixty subjects, volunteers from among a random sample of registered voters, completed a test instrument which yielded data concerning their perceived value similarity to two hypothetical presidential candidates, Edward Kennedy and Ronald Reagan, and their expression of preference for one of the two candidates. Two of the hypotheses were confirmed: (1) voters will perceive Kennedy and Reagan as being significantly different in their rank-ordering of individual values; and (2) a voter will prefer the presidential candidate whose perceived value structure is most similar to the voter's value structure. The confirmation of these two hypotheses supported the propositions from Rokeach's value theory. The other two hypotheses, which were not confirmed, attempted to be more precise about the major findings of the study by determining whether instrumental or terminal values were more important and clarifying the effects of closeness in value similarity.

Although the study investigated Rokeach's propositions in a competitive political context, it was argued that the propositions apply to other situations involving social comparisons. It was also recommended that further research investigate the communication and perception of values, and that values be conceptualized as verbalizations rather than as unobservable internal predispositions.

Ing, Dean Charles. Proxemics Simulation: A Validation Study of Observer Error. U of Oregon (Speech).

The purpose of the study was to determine whether observers of proxemics are justified in using eyesight to estimate distances between strolling Ss.

An electromechanical system was developed in which full-scale mannikins simulated some human walking behaviors. Mannikins were provided with swinging arms. Closure speeds (3.7 and 5.5 feet/second) and mis-distances (0 to 18 inches) of mannikins were adjustable and were calibrated to assure precise reproducibility of operation. The results were taken from analysis of variance on 1,536 observations by American collegiate observers.

Hypotheses predicted that observer error would depend on observer sex, mannikin closure speed, error feedback, view angle, and consistency of individual perception.

The results of the study were as follows: (1) No significant differences were found for variables of observer sex, mannikin closure speed, or error feedback. (2) View angle was crucial. (3) Observer error was reduced with practice. (4) Initial error was low enough to verify the consistency of individual perception. Under some common conditions, error expectation is less than one inch. (5) An interaction stemmed from high initial error at the 45° view angle, but did not vitiate main effects. (6) An interaction was found between nonsignificant main effects of observer sex and mannikin speed.

Johnson, Fern L. Role-Taking Complexity, Referential Accuracy, and Selected Language Features in the Communication of First and Third Grade Children Contrasted on Birth Order Positions in the Family. U of Minnesota (Speech-Communication).

I investigated the relationship between role-taking and referential communication. An analysis was made of the subjects' referential messages for nominal group complexity and encoding consistency and the effect that birth order position has on role-taking and referential communication abilities has assessed.

The sample, consisting of 32 first-graders and 32 third-graders from a middle class, white community, included equal numbers of boys and girls and equal numbers of first and laterborns. Subjects were tested for verbal intelligence.

Each subject performed Feffer's "Role Taking Task" four times. The mean score and the highest score were used in data analysis. Each subject completed eight trials of Glucksberg, Krauss, and Weisberg's "Stack the Blocks" game to assess referential communication ability. Half of the subjects played the game with same-sex peers and half of the subjects played the game with same-sex adults.

The major results where: (1) a low but significant correlation was found between the measures of role-taking and referential communication; (2) third-graders surpassed first-graders on both role-taking and referential communication assessments; (3) birth order was not significant in either role-taking or referential communication; (4) subjects with high IQs did significantly better in referential communication than subjects with low IQs; (5) third-grade girls communicating with peers on the assessment of referential communication did better than third-grade boys communicating with peers; (6) subjects encoding consistently across trials achieved higher scores than subjects enoding inconsistently; and (7) the messages encoded by subjects scoring high on the assessment of referential clarity contained significantly more descriptive modifiers in nominal groups than did the messages of subjects scoring low.

Joyce, Richard E. Relationships Between Information About and Attitudes Toward Other Nations: A Propositional Inventory. Michigan State U (Communication).

The present study is an examination of the relationships between an individual's information about particular foreign nations and their peoples, and his images of and attitudes toward those nations. The study includes (1) a discussion of nation-attitudes and the ways in which they have been measured, (2) a review of empirical, quantitative research on the factors which influence nation-attitudes, (3) the presentation of sixty-four propositions—tentative statements of relationships, derived from existing research on nation-images, drawn from analogy with data on other kinds of images and orientations, or offered as tentative hypotheses about untested relationships--about relationships between information and nation-attitudes, and (4) a series of suggestions for future research on these relationships.

Katula, Richard A. William Ernest Hocking's Theory of Communication and Social Discourse. U of Illinois (Speech Communication).

The purpose of this study was to bring together, in one systematic treatise, the noted American philosopher William Ernest Hocking's theory of human communication.

Following a brief biographical sketch and a review of the major tenets of Hocking's philosophy, the study turns to Hocking's theory of intersubjectivity. The study examines Hocking's idea that deeper than language, and other external signs, the individual is united with all others at the level of existence.

Having established Hocking's theory of intersubjectivity, the study proceeds to a discussion of Hocking's beliefs about the role of discourse in society. Hocking's theory of social discourse encompasses all manifestations of sign communication from conversation to dialogue to public debate. Each level, Hocking believed, provided for some integral stage in the growth of ideas. Ideas begin with the individual as undifferentiated feelings. As they proceed through the three stages of social discourse, (conversation, dialogue, and debate), the ideas become externalized, analyzed, altered and made ready for their final place as social institutions. At each stage the idea may be pushed forward toward the institutional level, or it may be discarded or held in abeyance. Hocking calls this process the "inductive dialectic." Social discourse is thus seen as the means by which an individual proceeds ethically with his ideas, and as the way society forwards the best ideas to the highest levels.

King, George William. Robert Bunger Thieme, Jr.'s Theory and Practice of Preaching. U of Illinois at Urbana (Speech Communication).

The purpose of this study was to explicate R. B. Thieme's theory of Grace Apparatus for Perception (GAP) and his practice of preaching-teaching.

Thieme's model of spiritual perspicacity explains how language functions in the spiritual battle. In order for Grace Apparatus for Perception (GAP) to function and "erect" the Edification Complex of the Soul (ECS), information must be understood and accepted by the believer. Information is taken into the *gnosis* stage, transferred by faith to the *epignosis* stage and can be cycled back to become a frame of reference for the memory center. Information is listened to, understood, accepted, and stored in one's memory in bits and pieces that can be fused into larger categorical constructs. Thieme is careful to explain that each step of building one's Edification Complex of the Soul requires the ministry of the Holy Spirit for a believer to comprehend spiritual phenomena.

The force behind GAP is the pastor who teaches Biblical principles daily to his congregation. Language is the catalyst that energizes GAP, but it is the pastor who must communicate so that his congregation can understand. Thus, a pastor's ability to communicate is the key to his congregation's spiritual growth. Thieme's system of GAP requires clear exposition of the scriptures, and his expository approach to teaching is based upon a three-fold analysis of the scriptures. He mixes isagogical historical background and exegetical word-by-word analysis with categorical doctrinal outlines.

Long, David Knight. A Quasi-Experimental Investigation of Selected Communication Effects of Machiavellianism. Kent State U (Speech).

The purpose of the experiment was to learn what communication behavior (verbal and/or non-verbal), if any, differentiated high Machiavellianism (high and low) and experimental condition (naive and confederate). Dependent variables included the twelve categories of a modified Interaction Process Analysis. A post-test attitude scale was administered to measure the Ss' perceptions of their partners and the interaction.

The experiment employed a four-cell design. Cell A contained twelve high-Mach in six dyads. Cells B and C each contained six high-Machs paired with six low-Mach. Cell D contained twelve low-Machs in six dyads. In each dyad the Ss read the "Betty Case". Subjects assigned to the naive condition chose a position to advocate from seven possible positions. The Ss assigned to the confederate condition were assigned an opposite position to advocate from the naive Ss. The Ss were awarded one dollar for each position they moved their partner toward their position.

The experimental data were analyzed by utilizing two-way Analysis of Variance and the Spearman Correlation Coefficient.

The experimental results were: (1) High-Machs won three times as much money as lows. (2) High were less cooperative, tension-relieving, and agreeable. (3) Highs failed to reciprocate to their partners' positive overtures. (4) High gave fewer suggestions and less information but more opinions. (5) Highs displayed more tension, argumentativeness, and antagonism than lows.

Lumby, Malcolm E. Sociolinguistic Code-Switching and Sexual Orientation: A Content Analysis of Homoerotic Stories. Southern Illinois U (Speech).

The purpose of this study was to investigate the following research problem: Will a homosexual evidence restricted coding trends when addressing a homosexual about homoerotic behavior, but employ elaborated coding when speaking to a heterosexual about that behavior?

The 60 speakers (20 homosexual dyads, 20 heterosexual dyads, and 20 homosexual speakers with heterosexual listeners) were asked to tell a story about a group of homoerotic photographs. Based on Bail Bernstein's theory of sociolinguistic coding, the hypotheses advanced predicted that both speakers in mixed dyads and heterosexual dyads would produce significantly greater proportions of adjectives and adverbs, egocentric sequences, the pronoun "I", and passive voice, whereas speakers in homosexual dyads would more frequently employ sociocentric sequences, the pronouns "we" and "they," exophoric pronominals, and jargon.

There were significant differences between groups in terms of mean story length, but the hypotheses relative to Bernstein's lexicogrammatical measures were rejected. Because many of the data trends were in the opposite direction of the prediction, the stories were re-examined in terms of data trends. This inferential analysis suggested that the stories told by speakers in homosexual dyads were both elaborated and rewarding because the listener's reactions could be predicted with greater certainty. On the other hand, speakers in mixed dyads and heterosexual dyads both restricted and distorted the content of messages and found the experimental situation relatively punishing. Consequently, some inferences about code-switching could be drawn from the re-analysis of the stories.

McDermott, Patrick J. Adaptation of Social Judgment and Dissonance Theories to a Specific Communication Situation: A Multi-Variate Analysis. U of Utah (Communicaton), 1973.

It was the intent of the author to determine a method of measuring the concept of ego-invovlement based on the performance of observable behavior and to test the main and interactive effects of the manipulation of ego-involvement, source credibility, and message discrepancy.

Experimental Ss were pretested in order to determine their ego-involvement of self-report scales and the performance of other observable behavior, and to determine their initial attitude toward the message concept. Treatment consisted of written message stimuli at varying degrees of discrepancy.

A 2 x 3 x 2 experimental design was employed in order to test S response to the message stimuli. A multi-variate analysis of variance and Scheffe tests were used for statistical analysis.

The results of the study were as follows: (1) Only 10 per cent of those Ss who marked themselves as ego-involved on self-report involvement scales were willing to perform other behavior consistent with their attitude. Those Ss were considered ego-involved for the purpose of this research. (2) Ego-involvement accounted for sixty-one per cent of the total variance accounted for ni this research. (3) When the message stimulus was highly discrepant, the credibility of the source made little if any difference in the amount of attitude change. (4) Ss can and do use a multitude of methods when attempting to resolve dissonance created by discrepant message stimuli. These data indicate that highly-involved Ss derogated both source and message across all three discrepancy levels. Ss also changed attitude, although not enough attitude change was noted to meet the criterion for significance.

Mendoza, Nancy Wandling. Arabian Daze and Bedouin Knights: Rhetorical Theory to 1492. Washington State U (Speech), 1973.

The goal of this study was to discover the rhetorical theory developed during the first five periods of Arabic literary history—from the emergence of poetry to the Dark Ages of the Middle East. Scholarly, literary, and popular works were examined to discover and verify the rhetoric, especially speeches.

The study revealed that the primary goal of Arabic rhetoric is enchantment of the audience rather than direct persuasion, thus placing it somewhere between Western and Eastern emphases. Rhetorical discourse was used to display the speaker's talents while accomplishing the ends of direction, protection, and enrichment. Although sophistry and idealism were important elements, the idea of compatibility became a dominating factor in the rhetoric. Thus themes, supporting material, and style were developed to enchant the audience while gaining renoun for the speaker. Consistently Arabic rhetoric incorporated extensive utilization of memory and elaborate rules for gesturing while retaining a mode of delivery somewhere between extemporaneous and impromptu. Always the Arab avoided controversy, preferring friendly discussions, desired mediation, or flattering narrative utilizing predictable themes and exaggerated reports of accomplishments to entertain his audience. Style alone changed markedly during the period from the "Attic" style of 300 A.D. to the "Asian" style of the ninth century.

Arabic rhetoric emerges as more than a blend of Eastern and Western traditions with the potential of forming the basis for an intercultural or global rhetoric.

Mihevc, Nancy T. The Stability of Construct Subsystems in the Political Domain. U of Illinois (Speech Communication).

The purposes of this dissertation were to (1) present personal construct theory as a framework for the study of political perception, (2) examine test-retest reliability and concurrent validity of several instruments arising from personal construct theory, (3) examine the relationship between cognitive complexity in the political figure domain and (a) sex of subject and (b) political participation.

Ninety subjects responded to four instruments; the Political Participation Questionnaire was administered once, while the remaining three instruments were administered twice to determine test-retest reliability of the instruments. The Political Construct Differentiation Index and the Two Role Category Questionnaire were used to elicit constructs and to measure cognitive differentiation. The Political Figure Rating Grid was used to examine allotment of political figures to constructs and to measure cognitive complexity.

Results of this study revealed that the Political Construct Differentiation Index was a reliable instrument for both eliciting constructs (64.8% constructs repeated) and measuring cognitive differentiation ($r = .42$), while the Two Role Category Questionnaire was not relaibile for eliciting constructs (35.4% constructs repeated) but was reliable for measuring cognitive complexity ($r = .48$). The Political Figure Rating Grid was a reliable measure of element allotment ($r = .80$) and cognitive complexity ($r = .62$). The three instruments measuring cognitive complexity were not concurently valid (correlations ranged from —.29 to .17). Females and males generally did not differ significantly in stability of content or stability or level of cognitive complexity. Finally, political participation was not strongly related to any measure of cognitive complexity (correlations ranged from —.03 to .22).

Mills, Caryl Rae. An Investigation of Conditions Affecting Selective Retention of Persuasive Communication. Pennsylvania State U (Speech Communication).

In this study the variables which, on the basis of prior research, appeared most likely to be conducive to the occurrence of selective retention were investigated.

Two questions were asked: (1) If the message is involving to the receivers, to what extent will those persons who agree with the content of the message distort that content as compared to persons who disagree with the content of the message? (2) Will the channel in which the message is presented—oral or written form—produce systematically different results with regard to the amount of distortion of the material?

A high intensity message was developed. A cloze test was constructed to test recall. Two statements reflecting the theme of the message were placed on a modified Weiss attitude questionnaire. Treatment groups were given the attitude questionnaire and asked to listen or read the message. One week later they completed the cloze test and responded again to the attitude questionnaire. The control group completed the cloze test with language the speaker would most likely have used. Intensity of word choices was determined using evaluative assertion analysis.

The significant differences were as follows. (1) The control group distorted the message to a greater extent than either of the treatment groups. (2) Subjects exposed to the oral message distorted the message to a greater extent that those exposed to the written message. (3) Subjects who expressed moderate agreement distorted the message to a greater extent than those who expressed strong agreement with the message.

Nofsinger, Robert E., Jr. The Demand Ticket: Getting the Floor to Speak. U of Iowa (Speech and Dramatic Art), 1973.

The study gvies a formal account of certain characteristics of the "demand ticket," a conversational device for gaining the floor. It assumes that such formal description of communicative patterns is a desirable precursor to experimental studies and will be a necessary part of any adequate theory of conversation.

The main analysis describes the conversational functions of the demand ticket, examines presuppositions which underlie its use, and purposes an account of the mechanisms by which participants recognize that an utterance counts as a demand ticket.

The bases of this acount are: (1) a set of general rules of conversation, such as the maxim that one should not say that which is pointless, and its corollary that we try to interpret an utterance so that it has a clear point; (2) the syntactic intuitions of the speaker of English with respect to the grammar of questions and embedded propositions. The perception of an utterance as a demand ticket depends, according to the analysis, upon a complex interaction between the general rules of conversation and the presuppositions underlying the use of the demand ticket.

The study concludes with suggestions for further research, both rational and empirical.

Patton, John H. The Contemporary American Pulpit As Rhetorical Situation. Indiana U (Speech).

This study addressed the question: In what ways, if any, is the contemporary American Pulpit a response to a rhetorical situation? The major purposes pursued were: (1) explication and analysis of fundamental concepts of Lloyd F. Bitzer's theory, "The Rhetorical Situation"; (2) application of situational concepts as defined by Bitzer to the preaching situation of the Rev. William R. Laws, Jr., former Moderator of the United Presbyterian Church in the U.S.A. in 1970 and minister of First United Presbyterian Church in Columbus, Indiana; (3) discernment of the viability of the situational theory in terms of the insights it supplies about disclosure in the preaching situation.

Findings included (1) disclosure of the empirical/pragmatic foundation on which the situational theory rests; (2) clarification of the sorts of causal explanations funded from the situational standpoint; (3) awareness of the variety of levels on which the theory operates and the synthetic nature of the situational framework which places the usual emphases of rhetorical criticism into a larger analytic perspective; (4) penetration into the pluralistic character of contemporary American religious life through focusing on the interdependence of the preaching situation with a broad spectrum of other situations; and (5) demonstration that the situational theory promotes insightful interpretation and assessment of Laws' preaching in terms of the conditions and interests addressed, the assumptions made about the nature and purpose of preaching, and the changes facilitated by his sermons.

Root, Marilyn M. Kenneth Burke's Concept of the Criticism of Literature as Rhetoric. U of Illinois (Speech Communication).

The purpose of this study was to explore philosopher-critic Kenneth Burke's concept of the criticism of literature as rhetoric. Burke has proven himself unique among modern American literary critics in his concern for the effects which language and literature can have upon us.

The study examines one of Burke's tools for the criticism of literature as rhetoric. The Freud-inspired dream-chart-prayer critical strategy can be used effectively by reader-critics to discover an author's motives and tactics as they function in the literary work.

The study concentrated on Burke's theories concerning the critic and the critical act, the role of the interpretation of motives in literary criticism, and the use of Freudian principles of psychology in the study of literature as rhetoric.

Among the conclusions resulting from the study were: (1) The dream-chart-prayer critical strategy is indeed a valuable and practical tool for the reader-critic. (2) It can be used most effectively as an adjunct to, rather than to the exclusion of, other critical methods in any literary study. (3) It draws attention to the rhetorical dimension of literature—one too often overlooked in critical analyses.

Burke's concept of the criticism of literature as rhetoric is one of his most interesting and innovative contributions to literary criticism. It reveals his profound interest in language, literature, and man.

Sadler, William John. Communication in Organizations: An Exploratory Study. U of Wisconsin at Madison (Communication Arts).

Communication in six organizations was studied on an exploratory basis. A typology of organizational communications was developed. Formal communications were accountable messages. Subformal communications were task-related but not accountable. Informal communications were social exchanges.

Fifteen attributes of individuals and ten factors related to departments were the independent variables. Individual variables included job level, sex, education, and job satisfaction. Departmental variables related to technology, size, and external influences.

Data were obtained by observation, through interviews, from questionnaires, and through the newly developed Communication Log. This self-recording device was used by one hundred randomly selected subjects in a hospital, a factory, a publishing company, two catalogue sales firms, and a research organization. Chi-square, correlational, and multiple regression analysis were used.

At the individual level, age and technological change were important. Younger employees had a disproportionately high number of formal communications. Persons in departments with rapidly changing technologies had more communications and more of their communications were subformal.

At the departmental level, formal communications did not follow the hierarchial lines of authority. Formal communications were related to the size of the departments (r = .56). The number of subformal communications correlated with the number of informal exchanges (r = .92). Increased task variability and greater influences from the environment were correlated strongly with increased subformal communications. Informal communications were related to the influences of the environment and to increased technical complexity.

Skjei, Eric W. Elizabethan Decorum: "The Tong and the Hart." U of California at Berkeley (Rhetoric).

Any student of Renaissance humanism has encountered references to decorum and its synonyms: *apta, to prepon*, appropriateness, seemliness, propriety, proportion, congruity, correspondence, analogy, fitness, decency, suitability, elegance, meetness, agreeableness, comeliness. Although the recurrence of these terms in humanist writings indicates that it possessed some special significance for them, there has been little effort in recent research to determine its meaning, and works that do seriously treat this topic have tended to digress into discussion of contingent problems, such as the pertinence of decorum to Milton's composition, or the relation of decorum to the late Renaissance stratification of dramatic genres.

Because this study first places decorum securely within the history of rhetorial theory, it does not then tend to diverge into peripheral historical areas. After an examination of the classical roots of the concept, this study focuses on its meanings in the Renaissance, particularly those that can be inferred from the writings of Roger Ascham and George Puttenham.

The last chapter argues that humanist interest in decorum intensified as they struggled to replace the predominantly preceptual grammatical tradition of Donatus and Priscian with a pedagogical system emphasizing the superiority of examples over rules as a means of learning to create effective discourse. In this struggle, decorum came to stand for the inculcation of an almost ineffable ability to judge the discursive situation and then to match appropriately style to content and audience.

Sloman, Carol L. Sex Variables and Source Credibility: A Multivariate Investigation. Bowling Green State U (Speech).

This study sought to explore speaker sex, relevant credibility, and subject sex in a persuasive situation. A 2 x 2 x 2 factorial design involving two levels of sex of speaker, two levels of relevant credibility, and two levels of sex of subjects were employed. Data generated from a total of 268 subjects (113 males and 155 females) were analyzed. Data from five sets of dependent measures designed to measure attitude toward the topic of the speech, attitude toward the message, the perceived good will of the speaker, attitude, toward the speaker, and perceived sex-role stereotypes of the speaker were subjected to factor analysis yielding 14 factors which were treated as dependent variables in subsequent analyses. Factor scores were computed for individual cases and imputted for the multivariate analysis of variance, multiple discriminant analysis, and canonical correlation analysis.

Multivariate analysis of variance indicted significant sex of speaker, relevant credibility, and sex of subjects effects. Multiple discriminant analysis revealed: (1) male and female speakers were maximally differentiated in terms of an ego style function; (2) the two levels of relevant credibility were maximally differentiated in terms of a communicator/communicator's stand function; and (3) male and female subjects were maximally differentiated in terms of a speaker evaluation function. No significant sex differences in persuasiveness or persuasibility were found. Canonical correlation analysis examining the interrelatedness of the two attitudes toward the topic variables (Set One) and cores on the 12 remaining dependant variables (Set Two) revealed two significant canonical roots.

Spillman, Bonnie M. Cognitive Dissonance, Self-Esteem, and the Process of Self-Persuasion. U of Utah (Communication).

Guided by Rokeach's work on the value-attitude system and persuasion, Bramel's research on self-esteem and dissonance, and Janis' work on self-esteem, this study attempted to answer the question: to what extent are value, attitudinal, and behavioral changes determined by awareness of inconsistency, manifest and manipulated self-esteem, and time?

Undergraduates exhibiting a discrepancy in ranking between freedom and equality were selected. After the pretest (Rokeach's terminal value scale, the *Tennessee Self-Concept Scale*, and *Remmers' Attitude Scale* towards Blacks), Ss were divided between three treatment and one control group with equal high and low self-esteem Ss in each. Three persuasive messages differentiated treatments. The inconsistent value message made Ss aware of their inconsistency by describing their discrepant value rankings. The negative self-esteem condition concluded that Ss were bigoted based on their overall value rankings. The inonsistent value and negative self-esteem condition combined the above appeals. Post-tests were administered immediately and six weeks later. They were identical to the pretest except for a dissonance measure in the first and third conditions. Control Ss were tested without treatment. Seven weeks after treatment Ss were requested to join an organization to improve Black-White relations (the behavioral measure).

A 3 x 3 x 2 analysis of variance was calculated. Findings included: (1) Motivation to protect self-esteem produces more change than motivation to reduce inconsistently. (2) A manipulated threat to self-esteem produces more change than overall self-esteem. (3) Value change produced by threatening self-esteem persists over time. Findings suggest a reformulation of Rokeach's earlier assumptions.

Stuart, Charlotte L. Value Systems Reflected in Selected Court Opinions on Representative Works of Censored Literature. U of Washington (Speech).

The purpose of this study was to analyze the language of 14 court opinions on *Tropic of Cancer* and *Fanny Hill* to determine values and value systems which influenced judges in their decision making. The language was examined by indexing such things as key terms, figures of speech, words used to frame ideas integral to argument, descriptive words and phrases, and words used for illustrations. This led to an analysis of clusters and dramatic alignments. The results of the indexing were used to determine what the opinions implied for people and society.

It was concluded that pro and con opinions contain different value hierarchies, and, in some instances, conflicting values and value systems. Pro censorship opinions concentrate on moral issues and stress maintenance of standards of the here and now must be main-begin from the values that people are corruptible, there is a link between obscenity and antiscocial conduct, the good of the whole takes precedence over individual liberties, and the standards of the here and now must be maintained. The language of these opinions tends to be absolutist and emotional. In contrast, anti-censorship opinions adhere to the values that people are rational, individual freedom is the most important social goal, standards change, and literary experts should determine the worth of works of literature. They use more conditional phraseology, less figurative language, and fewer analogies than their pro censorship counterparts.

The study suggests that until there is agreement regarding value systems, the debate over censorship will continue.

Switzer, David E. Differences Between Volunteers and Nonvolunteers for Communication Research. U of Illinois at Urbana (Speech Communication).

Contemporary investigators disagree about the significance of the volunteer status of subjects as a source of bias in research. This study sought to determine whether the volunteer status of subjects for communication theory studies warrants further attention.

Three psycho-social, traits, self-esteem, locus of control, and trust in others, and three bio-social traits) sex, birth order, and previous experience as a subject, were assessed. The following hypotheses were tested: volunteers will exhibit significantly more self-esteem than nonvolunteers; volunteers will be more internally oriented than nonvolunteers; volunteers will manifest significantly more trust in others than nonvolunteers.

The two independent variables were volunteer status and task desirability. Volunteers were subjects who made a verbal and behavioral commitment to participate in one of the four experimental tasks. Nonvolunteers were students who made no commitment. A pilot study separated thirty experimental tasks into desirable and undesirable conditions. Upon completion of appropriate dependent measures subjects had classified themselves into one of four conditions: volunteers for a desirable task, nonvolunteers for a desirable task, volunteers for an undesirable task, and nonvolunteers for an undesirable task.

The three hypotheses were supported. The desirability of the task interacted with volunteer status on the self-esteem and locus of control measures. A main effect of task desirability was found in the trust analysis. The bio-social traits did not predict volunteering behavior. This study demonstrated that the volunteer status of a subject deserves attention as a source of bias in contemporary communication research.

Vancil, David L. The Disappearance of *Topoi* in English Rhetoric: 1550-1830. U of Illinois at Urbana (Speech Communication).

The reasons for the disappearance of *topoi* in the period 1550-1830 provide a substantive basis for identifying unproductive strategies for developing a modern *topoi* system. While previous studies of this period do not account for the disappearance of *topoi*, they consistently indicate a close relationship between rhetoric and logic in which logic was held responsible for the theoretical analysis of argument and invention. Thus, on the assumption that an analysis of the abandonment of *topoi* in logic would uncover the major causes of their disappearance in rhetoric, this study identifies and explicates the major changes in logic which led to the disappearance of *topoi*.

Four major conceptions of logic were identified in the period: (1) the dialectic-logics, (2) the *Port-Royal Logic*, (3) essays on logic by Locke and Hume, and (4) Whately's *Elements of Logic*.

The disappearance of *topoi* in logic was the result of a reasoned attack on the very basis of topical systems. The Port-Royalists, Locke, and Hume orchestrated a multi-faceted attack on *topoi* with three major features: (1) a categorical refutation of the functional claims made for *topoi*, on the basic premise that all mental operations are performed naturally; (2) a progressive attack on the traditional field of application for *topoi*, including the functions of advocacy; and (3) a catalog of undesirable consequences of *topoi* systems. Whately rejected the psychologism of Locke and Hume, but he endorsed the position that coming to know and proving are concerned with the same materials, and accordingly assigned the materials of argument to the various sciences.

Vickrey, James Frank, Jr. The Rhetoric of Rhetorical Criticism: A Comparative Study of Selected Methods of Rhetorical Criticism —A Search for "Essentials" in the Critical Analysis and Evaluation of Rhetorical Transactions. Florida State U (Communiction), 1972.

A comparative analysis of the major types of rhetorical criticism reflected in theoretical and critical studies published in speech-communication journals and other sources during the last fifty-six years was undertaken in order to seek commonality among the apparently divergent and differing methodologies and thereby to suggest "essentials" in the critical analysis and evaluation of rhetorical transactions. The primary hypothesis forming the focus of inquiry was: Given commonly-accepted statements of the definition and functions and purpose of rhetorical criticism, the "essence" of rhetorical criticism—directly or indirectly, implicitly or explicitly, and regardless of the methodology employed—is (and should be) analysis and evaluation of the nature, explanation, and worth of effects produced or intended by certain rhetorical acts on other persons (including critics) and the rhetor.

Carefully delineating the definition of rhetorical criticism ("the process and the discourse produced by that process whereby . . . a commentator makes and expresses a verifiable judgment about an instance of human communicative behavior designed to or that does influence others through . . . verbal and nonverbal symbols composing discourse, particularly oral discourse, by juxtaposing his normative standards with observations of behavior") and the functions ("explaining rhetorical behavior and testing or re-testing rhetorical theory . . . to increase our understanding of man and his rhetorical activities") and purpose ("to improve the quality of contemporary rhetoric, indeed, the quality of contemporary man himself") of the term, as well as defining in considerable detail other key words, such as "effects" and "ethics," the author examined sixteen theoretical essays about rhetorical criticism itself and thirteen critial essays demonstrating applications of representative critical methodologies, examples of which are reprinted in the study. Generally confirming the hypothesis, he concluded: (1) The ultimate methodological goal of rhetorical criticism is accounting for the effects of rhetorical acts. (2) Rhetorial critics assess the worth of the effects of and the rhetorical acts they criticize. (3) Rhetorical critics differ primarily in the way they deal with rhetorical "messages" and their purported effects. (4) Rhetorical critics typically do not limit consideration of effects to immediate effects.

It was observed that if these conclusions be valid, the purported differences among rhetorical critics are more apparent than real, that all critics seek the same end, and that therefore whether traditional or non-traditional, they have more in common than not.

Wager, Elliot. Role and Function of a Metropolitan Medical Center As Perceived Within Its Proximate Environment. U of Colorado (Communication).

This descriptive study in organizational communication concerns the interaction between an institution and its environment. Primary focus is on the institution's external communication behaviors: the impact on residents and business people in the geographical area immedaitely surrounding the institution and the flow of information in both directions.

Data obtained from one hundred and forty-four interviews conducted in Denver, Colorado, in September 1972 are presented and discussed. Particular emphasis is given the information flow for three specific items of information generated by the institution.

The study reaffirms the need for institutions to seek information as well as to disseminate it; demonstrates one means by which this can be accomplished; suggests innovative ways of exploring other means, and draws implications applicable to other organizations in similar situations.

Wanzenried, John W. Extensional and Intensional Orientation of Rock and Roll Song Lyrics, 1955-1972: A Content Analysis. U of Nebraska at Lincoln (Speech Communication), 1972.

The main working proposition for this study was to discover whether the messages of rock lyrics have changed from an emotionally and socially unrealistic orientation to a more emotionally and socially authentic orientation. Because they speak to the relationship between language and reality, it was decided to employ the general semantics concepts of extensional and intensional orientations.

Only the #1 rock hits from the years 1955 through 1972 were considered, a total of 321 different songs. The application of a proportionate, stratified random sampling technique generated 104 songs to be evaluated. Two raters were employed to evaluate each of the songs in terms of its relative orientation—extensional or intensional. Intercoder reliabliity, using Scott's formula for pi was .87.

Each of the independent two-year intervals, 1955-56 through 1963-64 produced statistically significant differences of more intensionally oriented songs. None of the two-year intervals, 1965-66 through 1971-72, statistically yielded differences in the numbers of orientations present. The year 1965 marked the radical change in songs rated as intensional. From 1965 to 1972 there were more songs rated as extensional than intensional, a reversal of the intensional orientation strongly in evidence during the first ten years, 1955-1964, of rock and roll history.

Changes in the messages of rock and roll have occurred from the periods in the fifties and early sixties with a dominance of intensionally oriented songs, to a lack of dominance by either extensional or intensional songs in the late sixties and early seventies.

Wiethoff, William E. Popular Rhetorical Strategy in the American Catholic Debate Over Vernacular Reform, 1953-1968. U of Michigan (Speech Communication).

The study chronicled significant developments in the rhetorical situation facing American Catholics between 1953 and 1968 and analyzed the popular arguments evoked during the public debate over changing the liturgical language from Latin to English.

The study extracted arguments from 723 articles, 182 editorials, and 450 letters-to-the-editor published in a sample of Catholic magazines and newspapers. The study clasified arguments according to their basic premises and analyzed the frequency, form and language intensity with which each class of argument was expressed.

The study concluded that (1) the debate was initiated by the clergy, paralleled crucial developments in the reform movements, and was suspended without resolution; (2) clerics typically supported reform by the 1960's, laymen typically opposed reform by the 1960's, neither side effectively adjusted its rhetorical tactics to changes in its debating role, and the reformers' triumphalism and intolerance eventually confronted the opposition's bitterness and indignation; (3) both sides raised formal religious issues, liturgical issues, linguistic issues, and personal religious issues, but reformers favored pragmatic arguments about the unqualified effectiveness and satisfaction of liturgical English while the opposition favored legalistic arguments about religious orthodoxy and strained esthetic arguments about Latin's beauty.

Williams, M. Lee The Effects of Deliberate Vagueness, Order of Agree-Disagree Issues, Source Credibility, and Time on Receiver Agreement and Recall. U of Oklahoma (Speech Communication).

In this exploratory study one hundred and eight undergraduate subjects were randomly assigned to conditions in a four factor mixed design with one repeated factor. The results indicated that with regard to agreement there was a significant main effect due to credibility (with the high credible source evoking more agreement) and message vagueness (with the equivocated disagree message producing more agreement). A strong tendency toward a time by source interaction was also detected, indicating a potential "sleeper effect." For the number and quality of. disagree-issues recalled there was a significant main effect for time (with more recall at time one), and a significant main effect for message vagueness was also found for the quality of disagree-issues recalled (where clearly stated disagree-issues were recalled better than equivocated disagree-issues). In addition there were indications, even though they were not significant, of a message by order by source by time interaction for agreement and a message by order by time interaction for both the number and quality of disagree-issues recalled.

It was concluded that since equivocated disagree-issues are more agreeable than clearly stated disagree-issues and since they do not provide as strong a cue for recall, the speaker who knows his audience disagrees with him on certain issues would be well advised to use deliberate vagueness. In contrast to the tenet advocated since antiquity that all issues should always be addressed clearly, this study indicates that under certain circumstances the speaker should use deliberate vagueness.

Speech Sciences and Audiology

Alexander, Patrick T. Effects of Electromyographic Feedback Training on the Severity of Stuttering. Utah U (Communication).

Many treatments for stuttering have been devised and performed. Unfortunately these techniques have not solved the stuttering management problem.

Biofeedback is a technique that has been successfully applied to many clinical problems. Recognition of similarities leads to application of biofeedback principles to stuttering treatment.

An electromyographic (EMG) feedback program was designed allowing stutterers opportunity to perceive normally subliminal, physiological events. A program was designed to train subjects utilizing feedback muscle potentials controlling amount and occurence of tension in specific muscles. Muscle chosen was to be judged as muscle that was most tense during the stuttering moment. Subsequently the program was designed teaching the subject to apply learned muscle control to speech tasks, in an effort to reduce tension in selected muscle prior to, during, and immediately following speech event. Finally, the program was designed to facilitate transfer and maintenance of newly acquired fluent status into subject's nonclinical environment.

Thirteen subjects were allowed to progress at their own speed during four half-hour training sessions. Analysis of pretest/pottest severity levels demonstrated application of such EMG feedback technique resulted in reduction of total frequency of nonfluencies, reduction of duration of individual nonfluencies, and reduction of physical activity that is normally not related to speech but often accompanies nonfluencies.

It would seem appropriate that such technique application receive extensive investigation determining administration effects of complete program presentation; success of transfer and maintenance stages would be of special interest.

Abstracted by: Marjorie A. Jensen

Beykirch, Hugo L. A Comparison of Speech Discrimination Scores by Using PB-50 Lists and the Speech Discrimination Scale with Hearing-Impaired Individuals. Wayne State U (Speech Communication).

The present study was designed to investigate the relationship of scores obtained by using NDRC PB-50 lists and the five subtests of the Speech Discrimination Scale (Gaeth, 1970) when testing hearing-impaired adults with reduced discrimination ability.

Sixteen subjects were selected on the basis of discrimination scores of no more than 80% when listening to NU Auditory Test #6 lists at 26 and 40 dB SL; respectively. As a group, they had moderate sensorineural hearing losses and an average age of 68.9 years.

Articulation functions for six conditions (PB-50s, Digits, Easy and Hard Alphabet Letters, and Easy and Hard Words) were developed using an ascending method in steps of 4 dB re the average of the two best thresholds at 500, 1000, and 2000 Hz in the better ear.

Scores obtained with NU #6 lists at 26 dB SL allowed the division of the sample into three groups: Group I, 4 subjects, 74 to 80%; Group II, 9 subjects, 48 to 65%; and Group III, 3 subjects, 23 to 32%.

For subjects in Group I and II, the six tests assumed the following rank order as a function of audibility: Digits, Easy Alphabet, Easy Words, Hard Alphabet, NDRC PB-50s, and Hard Words. The order of Hard Alphabet and Easy Words was reversed for Group III. Essentially, close-set materials (digits and alphabet letters) were relatively easy tasks and did not distinguish as well among the groups as the more difficult monosyllabic word tests.

Brooks, Sandra A. An Investigation of the Efficacy of Transdermal Therapy on Sensori-Neural Hypacusis. Florida State U (Speech Sciences and Audiology).

The Intelectron, Model TD-100, is a device manufactured to improve speech discrimination ability in individuals with a sensorineural hearing loss. The need for such an instrument, if effective, is unquestionable. Its merits, however, have not been adequately evaluated. The purpose of this study was to investigate the efficacy of a rehabilitation program for sensori-neural hypacusis using the Intelectron TD-100 therapy instrument. A double-blind experimental design was employed to examine the effect of TD therapy on speech discrimination scores and to correlate subjective judgments with clinical findings.

Forty-one subjects were selected who had: (1) Otological and audiological diagnosis of bilateral, sensory hypacusis and (2) Speech discrimination scores on conventional PB tests of 88% or poorer.

A test battery including (1) Pure-tone threshold tests, (2) Synthetic Sentence Identification (SSI) Performance-Intensity (PI) function utilizing no competing message (NCM), message competition ratios (MCR) +10, 0, —10, and —20 dB, (3) Impedance Audiometry and (4) Hearing Handicap Scale, was administered before and after the treatment program. The SSI procedure was used to measure speech discrimination ability in an attempt to minimize some of the disadvantages inherent in traditional PB word discrimination tests.

Subjects were randomly assigned to either a treatment or placebo group. Each subject received 30 real or 30 placebo treatments. Following the treatment period, performance on the pre- and post-treatment test battery, as well as subjective evaluations of the therapy program were analyzed.

Analysis of the data revealed no significant differences between the treatment and placebo groups for any of the test conditions.

Abstracted by: Lloyd L. Prince

Clegg, John Frank Effect of Intensity of Presentation on Pitch-Matching Behavior in Unilateral Meniere's Disorder and Normals. U of Southern Calif. (Communicative Disorders).

Pitch perception in normally hearing ears is essentially unaffected by intensity of tone presentation. Effects of intensity on pitch perception in Meniere's disorder are not known. However, a theory proposed in this dissertation would predict that, in unilateral cases, binaural pitch matches would become progressively more accurate as intensity of presentation was increased up to the level of complete loudness recruitment in the Meniere's ear, while no change in binaural pitch matching would occur with change in intensity in normally hearing subjects.

The basis of this predicted behavior in Meniere's and normals is the dual excitation theory of loudness meditation where two separate anatomical systems in the cochlea are thought to mediate loudness—one for low intensity stimuli and one for high intensity stimuli.

The dual excitation theory is used to explain the phenomenon of loudness recruitment which is found almost universally in Meniere's disorder. Under that theory there is a movement of site of stimulation within the cochlea as intensity is increased. The movement is from damaged structures mediating intensity near threshold to more intact structures mediating higher intensities.

Findings revealed that intensity of presentation had no measurable effect on pitch-match behavior in either Meniere's or normals. However, Meniere's and normals did differ at the .05 level of confidence in the accuracy with which they made pitch matches at 4000 Hz and in the variability of pitch match accuracy at 500 Hz.

Cox, Geraldine S. A Modified Version of the Picture Story Language Test: Validity and Reliability for Assessing Language of Children Between Three and Seven Years of Age. U of Virginia (Speech Pathology and Audiology).

The purpose of this study was to determine the validity and reliability of the Modified Version Picture Story Language Test (MVPSLT) for assessing language development of children between three and seven years of age.

Forty-eight children with normal developmental histories were administered the MVPSLT, with retest session conducted one to two weeks following initial test sessions. ITPA Grammatic Closure and Verbal Expression subjects and raitng scales were used to assess test procedure validity.

Language samples obtained from the MVPSLT were rated and scored by five speech pathologists holding CCC in speech pathology from ASHA. Rating and scoring were conducted in accordance with training procedures outlined for the study.

Findings of the study were: (1) Inter-scorer reliability on the rating scales was quite good. (2) There were significant mean differences between age groups for all measures on the MVPSLT. There was not, however, a tendency for increasingly higher scores with older age groups. (3) There was a consistent relationship between MVPSLT scores and psychological scale values of language development. (4) Test-retest reliability of the productivity scales and abstract-concrete scale was very good. Test-retest reliability of the syntax scales was not adequate for clinical purposes. (5) Correlations between scales on the MVPSLT and subtests from the ITPA and NSST were very low, which may suggest that the analysis of spontaneously produced utterances may permit one to make accurate estimates of linguistic competence than do ITPA and NSST procedures.

Cox, James Roger. A Study of the Relationship Between Changes in Auditory Phenomena and Estrogen and Progesterone Levels in Adult Females with Balanced Hormonal Profiles. U of Virginia (Speech Pathology and Audiology).

The purpose of this study was to investigate the relationship between estrogen and progesterone levels and auditory sensitivity in female subjects with balanced hormonal profiles.

Two groups of subjects were studied. Group One consisted of 12 subjects who demonstrated ovulatory menstrual cycles during the two cycles studied. Group Two consisted of 13 subjects who were all taking low-dose combined estrogen and progesterone birth control pills.

Findings and conclusions of the study were: (1) Auditory sensitivity for both groups was most acute at midcycle and on day 21 or 22 and least acute on day 3 or 4 of the cycle. (2) The decrease in hearing sensitivity, the increase in negative middle ear pressure, and the trend for decreased compliance and increased absolute impedance for both groups on day 3 or 4 of the cycle suggest that interstitial fluid retention that usually occurs just prior to and during the beginning of menses may be sufficient to alter eustachian tube function. (3) The lower masked thresholds and greater release from masking in the SmNO(R) condition as compared to the SmNO(L) condition may be indicative of a superior ability of the dominant temporal area to abstract a pure tone signal from a background of noise.

Findings and conclusions regarding test-retest reliability for pure tone threshold and masked threshold measures obtained using a tracking procedure and the stability of acoustic reflex thresholds and masked thresholds over time are presented.

Curran, Michael F. The Use of Multiple Statistical Re-Analysis Procedures in Stuttering Research. Bowling Green State U (Speech).

This study was designed to validate the assumption that multiple data re-analysis procedures yield meaningful information and maximize interpretability of stuttering data.

A previously acquired body of data was used. The original study was designed to investigate the effects of communicative stress on audible, inaudible and avoidance-escape components of stuttering. Univariate analysis of variance and Newman-Keuls post hoc procedures were used.

The original results were replicated through the use of the BMDO2V univariate analysis of variance computer program and the Newman-Keuls procedure. Several other statistical procedures were employed: normality analysis, transformation of raw data to standard score data, univariate trend analysis, multivariate analysis of variance, factor analysis, multiple regression analysis, canonical correlation and power analysis.

Results of the experiment replication and multiple re-analysis supported the original findings. However, additional information was obtained from the re-analysis procedure. Transformation of raw data to standard scores illustrated that data transformation may be used without altering interpretation of results. Trend analysis, both with raw data and standard score data, revealed significant linear and cubic trend equations existed for disfluency ratios. Multivariate analysis of variance revealed that the dependent variable vector, consisting of eight disfluency ratios was significantly differentiated. Factor analysis showed a single factor to exist after orthogonal rotation. Multiple regression and canonical correlation analyses indicated that the eight disfluency ratios were highly correlated. Power analysis revealed a statistical power of .43 to exist for a medium effect size. Research implications are discussed in terms of the theory of indications.

Abstracted by: Stephen B. Hood

Davis, Martha Emily. The Occipital Alpha Rhythm: An Index to Auditory Evoked Response Variability. U of Virginia (Speech Pathology and Audiology), 1973.

The investigator hypothesized that the frequently discarded interindividual variability of the auditory evoked response might have clinical significance as a correlate of some spontaneous neurophysiological event which would permit *a priori* prediction of individual evoked response configuration. Occipital alpha rhythm was selected as a potential correlate of the auditory evoked response. Six aspects of alpha rhythm and five qualities of the evoked response were isolated for study. The effects of eye-opening and eye-closing on both alpha rhythm and the evoked response were additionally considered as variables.

Sixty neurologically intact, normally hearing adults served as experimental subjects. Calibration, stimulation, recording, and measurement apparatus appropriate for research investigation was employed.

Descriptive and inferential statistical analyses yielded the following major findings: (1) P_2 latency showed the greatest inter-individual variability while remaining stable within subjects across recordings. (2) Higher amplitude, better modulated evoked responses occurred with eyes closed. (3) The quantity of alpha remaining in the record with eyes open (relative to the quantity in the eyes-closed recording) can predict amplitude and modulation of the evoked response across time. Greater persistence of alpha in the eyes-open recording resulted in higher amplitude, better modulated evoked responses under both eyes-open and eyes-closed conditions.

The findings were discussed from the perspective of computer averaging methodology as well as intrinsically similar neural processing mechanisms. The investigator concluded that inter-individual variability must be more thoroughly investigated for diagnostic value before being discarded as meaningless.

Dukes, Patricia J. An Exploratory Study of the Comparative Effectiveness of Two Language Intervention Programs in Teaching Normal and Language Deviant Preschool Children. Kent State U (Speech).

This study compared two language programs: a traditional stimulation approach and a direct language teaching approach. Ten preschool tongue-delayed children were assigned to two treatment conditions; the same procedure was followed for 10 normal speaking children so that four groups were formed. The groups received language therapy daily for eight weeks.

Subjects' language development was assessed before and after. Baseline data were gathered using a test battery of language and articulation tests.

A three way analysis of variance was applied to each measured parameter to evaluate for pre-post effects. An analysis of covariance was applied (with pretest scores held as the covariate) to evaluate for Group and Treatment effects. A correlational matrix was computed to investigate relationships between the dependent variable. Results indicated: (1) Subjects in general made significant gains on all five receptive tasks and on nine of the twelve expressive tasks. (2) On receptive tasks the normal and deviant groups showed no significant differences in amount of improvement. (3) When treatment effects were investigated, no significant differences were found for any variable in either the receptive or expressive modality. (4) Finally, high correlations found between the dependent variables led to the conclusion that children do not learn specific skills in isolation. Overriding cognitive factors may make it impossible to isolate such measures.

Fields, Thomas A. The Effects of Elicitation Variables on the Language Performance of Normal and Language Disordered Children. U of Texas at Austin (Speech Communication).

Ten normal and ten language disordered children were interviewed in two situations using two stimuli and were observed for two days via audio telemetry. The six language samples obtained were analyzed using three spontaneous speech analyses. The results indicated that the Developmental Sentence Scoring analysis was affected by elicitation stimuli but not elicitation situations. Developmental Sentence Scores were highest for the telemetry observations, and lowest for the picture stimuli. The inflectional scoring procedure did not vary across the six situations. Mean morpheme length was lowest for telemetry and the interview situations did not vary. The results from the research suggest that all analyses did discriminate the normal from the language disordered child, but that interpretation of language sample results must include information regarding situation, stimulus, and presence or absence of an examiner.

Floyd, Susan Ann. Differential Effects of Contingent Positive and Negative Listener Response on the Percent Syllable Disfluency of Preschool Boys. U of Southern California (Communicative Disorders).

This study was a pilot investigation of preschool stutterers' and nonstutterers' reactions to positive and negative listener attention which was contingent on their syllable disfluencies.

Preliminary normative syllable disfluency data were gathered. The percentage of syllable disfluency data were computed on the basis of speech samples of 15 preschool boys who were observed during a 30-minute play session with their mothers. These data contributed to the operational definitions of stutterer and nonstutterer for experimental group assignment.

Experimental procedures involved presentation of positive and negative listener attention, contingent upon disfluent syllables, of 3 stuttering and 3 nonstuttering subjects. Each type of contingent attention was administered during separate 60-minute sessions. All sessions included segments identified as: Base Rate, Experimental Contingency, Extinction.

As hypothesized, all nonstutterers' percentage of syllable disfluency was increased by contingent positive attention. Two of the 3 stutters also showed a reinforcement pattern.

Rather than observing the hypothesized differential conditionnig effect in response to negative attention, the groups appeared to be similar. One nonstutterer was reinforced by negative attention, as was 1 stutterer. No conditioning effects were observed for the other 4 subjects.

Stutters tended to be more negative than nonstutterers in their reactions to contingent positive listener response. The most definitive distinction between the groups appeared to be the fact that nonstutterers never attempted to continue speaking if interrupted by the contingent statement of attention, whereas, stutterers tended to persist in spite of interrupion. A similar trend was observed in response to contingent negative listener attention.

Flum, Leonard. Language Performance in Dysarthric Cerebral Palsied Children and its Implications for Language Acquisition. City U of New York (Speech and Hearing Sciences).

In 1962 Eric Lenneberg reported on the language competency of a congenitally anarthric child, concluding that speech practice was unnecessary for the acquisition of language. The present investigation assessed this claim by means of systematic measurement of language functioning in cerebral palsied children varying in degree of dysarthia.

To allow for the possibility that dysarthric children reveal differing degrees of deficits in the semantic, phonological, and syntactic components of language and, furthermore, that they might funtion asymetrically as between receptive and expressive modes, a total of nine tasks were selected or devised. These included: the *Peabody Picture Vocabulary Test* and the vocabulary subtest of the *Wechsler Intelligence Scale for Children* (WISC) to assess receptive and expressive lexical functions; a picture-plate test and modified Berko test to assess receptive and expressive morphological functions; picture-plate tests to assess receptive and expressive capacities to use the passive construction; picture-plate tests to assess receptive and expressive capacities to use the indirect object construction and a spontaneous connected speech test to assess overall expressive functioning. Pretesting with 16 normal children revealed that all the newly created tests were well within the capacities of nine-year-old children.

The tests were administered to 64 cerebral palsied children whose average chronological age and mental age were 15 years and 11 years, respectively. They were divided into four groups according to whether their dysarthria was: (I) severe, i.e., anarthric; (II) moderate, i.e., intelligible less than 50% of the time; (III) mild, i.e., mostly intelligible; or (IV) absent, i.e., no observable speech deficit. It was found that none of the receptive tasks distinguished among the groups, whereas three of the expressive tasks did. These were the lexical task (*WISC*), the indirect object task, and the spontaneous speech task. Multiple regression analyses established that no combination of group specifications or of receptive performances distinguished among the groups, while combinations of expressive performances did, with the best discrimination afforded by the spontaneous speech task. In contrasting the expressive tasks which did distinguish the groups with those which did not, it was found that those language functions which in normal children develop latest yielded the best discriminations.

In comparisons between the cerebral palsied children and the normal control subjects, it was established that the latter group was superior on all tasks but that the degree of disparity varied. Thus the best (non-dysarthric group was almost normal on the spontaneous speech task, but only 70 percent of normal on the lexical and indirect object tasks.

It was concluded that the failure to find differences in receptive functioning among the four experimental groups supports the assertion that practice is not essential to the attainment of language competence. Conversely, the presence of some expressive differences reflects the differential effects of dysarthric constraints on speaking performance.

Glaser, Robert G. Hearing Aid Evaluations Using Spectral Density Classified Word Lists. Kent State U (Speech).

Three experimental speech discrimination test lists were generated based on the results of acoustic frequency analysis by 1/3 octave bands on a large vocabulary of monosyllabic words. The analysis permitted the creation of three test lists consisting of (1) words exhibiting predominantly low-frequency energy, (2) words exhibiting predominantly mid-frequency energy or energy evenly dispersed across the frequency range of interest, and (3) words exhibiting predominantly high-frequency energy.

The three experimental speech discrimination test lists and the CID Auditory Test W-22 lists 3A and 3B as the comparator were employed in an experimental hearing aid evaluation involving nine subjects demonstrating high frequency, sensori-neural hearing loss. The subjects were considered representative of patients commonly seen clinically for initial hearing aid evaluations.

The subjects performance on the measures of speech discrimination was obtained under three-level hearing aids classified by frequency response as demonstrating amplification characteristics described as: (1) low-frequency emphasis, (2) mid-frequency emphasis, and (3) high-frequency emphasis.

Statistical analysis was found to indicate that performance scores differed as a function of the type of hearing aid worn and the speech discrimination test list presented. The high-frequency test lists were found to be the only experimental measure that permitted unambiguous clinical decisions about the amplification requirements of five of nine subjects. As previous research studies have demonstrated, the W-22 lists did not permit unambiguous decisions to be made about the amplification requirements necessary for subjects defined in the current study.

Gnewikow, Danny. Temporal Auditory Summation in the Acoustic Stapedial Reflex. Vanderbilt U (Hearing and Speech Sciences).

This study combines two recent developments in diagnostic audiology—the assessment of temporal summation of acoustic energy and the determination of the threshold of the acoustic stapedial reflex through the observation of acoustic impedance at the ear drum. The purpose of the study was to investigate the effect of stimulus duration on the threshold of the reflex.

Results were obtained for 20 persons with normal hearing and for 22 persons with hearing loss of cochlear origin. In both groups the slope of integration (acoustic energy summation over time) in the acoustic stapedial reflex threshold was considerably greater than that found in the threshold of sensitviity. Further, the normal hearing and hearing impaired subjects were undifferentiated, whereas at sensitivity threshold such groups show significant differences. These results contain implications of considerable importance to the further understanding of auditory physiology.

Harlan, Carl L. Incidence and Relationship of Voice Disorders within Divergent Psychotic Population. Utah U (Communication).

Taped vocal patterns of a stratified random sample of 42 institutionalized psychotic individuals were obtained from the university and state psychiatric wards. The subjects were chosen as representative samples of the psychotic population in three research categories (schizophrenia, paranoia, and manic-depressive reaction). They were matched as closely as possible according to age, sex, and diagnosis, and were in satisfactory physical condition with no history of speech or hearing problems. An attempt was made to use only the most chronic cases. The criterion for psychotic individuals meeting research design requirements was on the basis of their medical diagnosis.

The results of this study indicate that there is a significant difference between the estimated incidence of voice disorders in the normal (total) population and the incidence in the selected psychotic population. It also suggests that there are no significant differences between the three psychotic groups in the incidence of voice disorders with the exception of pitch breaks which were found to be significantly different at the .05 level between schizophrenic and manic-depressive groups. By combining the three psychotic groups, it was found that 50% had abnormalities of pitch, 45% had abnormalities of breathiness, 38% had abnormalities of tension, 14% had abnormalities of rate, 17% had abnormalities of intensity, 5% had abnormalities of nasility, 5% had falsetto, 14% had pitch breaks, 38% had glottal fry, 9% had diplophonia, 0% had monoton voice, 9% had tremulous voice, 0% had ventricular phonation, and 12% had glottal attack.

Haviland, Richard T. A Comparison of Two Methods of Evaluating the Expressive Syntactic Behavior of Mildly Mentally Retarded Children Living in Institutions. State U of New York at Buffalo (Speech Communications).

The primary purpose of the present study was to examine the relationship between the performance of a group of 23 institutionalized educable mentally retarded children on 13 syntactic forms using two elicitation procedures. The two procedures used were the expressive portion of the Northwestern Syntax Screening Test (NSST), and free speech. The 13 syntactic forms coded in this study were: plural, past tense, prepositions, personal pronouns, Wh questions, demonstrative pronouns, negatives, reflexive pronouns, yes-no questions, adjectives, possessives, singular, present tense.

All subjects were presented with a total of three tasks always presented in the same order. A first round free speech sample of five minutes using open-ended prompts, a second round free speech sample of five minutes using several specific prompts, and the NSST receptive and expressive portions were administered to the 23 subjects in the study. The linguistic data were coded using a system adapted for this research.

Results from the two elicitation conditions are closely related for nine out of 13 of the syntactic forms tested.

The low frequency of occurrence of a form on NSST, (one or two occurrences) as was true for refletive pronouns, adjectives, yes-no questions, negatives and Wh questions, seems inadequate. From three to nine subjects did not use these forms in their test responses in spite of their generally correct use of these forms in free speech.

A majority of subjects in this study evidenced considerable ability to use correctly the 13 syntactic forms coded, under both elicitation conditions.

Henri, Bernard P. A Longitudinal Investigation of Patterns of Language Recovery in Eight Recent Aphasics. Northwestern U (Communicative Disorders), 1973.

This investigation followed the language recovery of eight recent aphasics representing six clinical aphasic syndromes.

A comprehensive aphasia battery containing tests assessing receptive and expressive language and selected non-language and sensory-motor behaviors was administered at monthly intervals extending to the end of the sixth month post-onset. Further, in order that the changes noted in aphasics be more meaningfully interpreted, certain of these tests were administered to twenty normal adults.

Despite the small size and heterogeneity of the aphasic group, certain patterns were observed in a majority of the patients: (1) Greatest language recovery was observed by the end of the third month. (2) Recovery continued throughout the entire observation period. (3) No patient studied exhibited total language recovery. (4) Within a given language modality, the order of difficulty was consistent with the level of linguistic complexity of the material presented. (5) Language recovery consistently proceeded from gains in listening, to reading, to speaking, and then to writing. (6) Patients maintaining normal auditory retention ultimately achieved relatively high expressive language levels. (7) Recovery of measured nonverbal intelligence paralleled recovery of receptive language. (8) Normalization of oral praxis and oro-facial two-point discrimination was observed in patients who regained functional speech. (9) No relationship was noted between content of speech therapy and pattern of language recovery.

Hilton, Laurence M. A Radiocephalometric Investigation of Orofacial Skeletal Morphology in a Frontal Lisping Orthodontic Population. Northwestern U (Communicative Disorders), 1973.

Relationships between orofacial form and function in the discrimination of frontal lispers from their non-lisping peers were explored in a clinical orthodontic population. From 538 subjects administered an articulation screening test, 18 severe frontal lispers and a matching control group were identified. Lateral radiocephalometric analyses and clinical evaluations of swallowing patterns were completed for both groups. Multiple discriminant function analysis was employed in data analysis.

Findings supported in all aspects the hypothesis that severe frontal lisping orthodontic speakers would demonstrate a cluster of functional and morphological symptoms which would parallel, in the static condition, symptoms of the normal stomognathic system in response to upper airway infringements as reported in the literature. Significant discrimination of the lispers appeared as a function of a high incidence of tongue-thrust swallowing patterns, narrowed pharyngeal airway dimensions, and a generalized down and forward dysplasia of the anterior mandible, tongue, and hyoid complex; these findings were accompanied by a significant tendency to open-bite malocclusion and a generalized vertical dimension dysplasia of the lower anterior face. Also, an incidental finding of a high percentage of females in the lisping group was statistically significant.

Significant findings were interpreted as representing support for growth theories which emphasize the dominance of function in the morphological development of the facial skeleton, and, specifically, as representing support for a clinical syndrome of orofacial maldevelopment arising from upper airway obstruction in which frontal lisping and tongue-thrust swallowing patterns appear as secondary, compensatory lingual symptoms.

Hoffnung, Audrey Smith. An Analysis of the Syntactic Structures of Children with Deviant Articulation. City U of New York (Speech and Hearing Sciences).

Two groups of subjects, matched for age, sex, socio-economic background, and performance on the Peabody Picture Vocabulary Test were studied. The experimental group, numbering thirty, was composed of children who were enrolled in speech centers in academic settings. The children had severe articulation problems as determined by their performance on the Photo Articulation Test. The children in the control group had normal articulation and were selected from the population of a nursery school. A special syntax test was devised for the negative, Wh interrogative pronoun question, and present progressive-copula. The test was administered to the children to elicit responses, and these responses were recorded and analyzed. It was hypothesized that a relationship exists between phonology and syntax: that children who have defective articulation have defective syntax. The deviation affects all areas of language performance: comprehension, imitation and production. The results confirmed this hypothesis. The scores of the experimental group were poorer than those of the control group in all Language Performance Tests; e.g., the comprehension scores of the experimental group were lower than those of the control group. The facility with which the control group answered the questions did not allow a definitive conclusion on qualitative differences between the two groups: the tests were too easy for the control group.

The scores for both groups were better for comprehension than for production and both groups also found the comprehension of the Wh interrogative pronoun question significantly easier than the comprehension of the negative, while the reverse was true for production. The scores of the experimental group for the Test of Negative indicated that comprehension greatly exceeded imitation, which, in turn, slightly exceeded production. Imitation is not considered to be grammatically progressive, but is believed to be an indication of the processes that are occurring in the present stage of syntactic development. No conclusive statement can be made about this finding for the control group, because, again, the test was too easy. The children in the experimental group used reduced differentiation or nonexpansion in the production of syntactic categories, e.g., the verb phrase. There were extensive omissions of the auxiliary "to be" and the copula verb "to be." This phenomenon was similar to the reduced differentiation in categories found in the phonological system of these children. A co-occurrence of specific syntactic features was found. The study indicated that children with deviant articulation have difficulty in the areas of syntax and phonology.

Kroll, R. M. The Influence of Task Presentation and Information Load on the Adaptation Effect in Stutterers and Normal Speakers. Bowling Green State U (Speech).

Fourteen stutterers and fourteen normal speakers read two passages differing in information value under two different conditions. Condition I provided subjects with *a priori* knowledge regarding the experimental limits and requirements. Condition II withheld such knowledge. Results indicate that adaptation curves for both stutterers and normal speakers were influenced by the information value of the reading passage. Less adaptation was observed with the high information than low information passage. The task presentation variable differentiated stutterers from normal speakers. When *a priori* instructions were provided to stutterers the adaptation curve assumed a smooth, decelerating course. When *a priori* instructions were withheld, the curve deviated from the expected course. For normal speakers, identical adaptation trends were observed whether or not *a priori* instructions were provided. Stuttering adaptation is a function of both linguistic and situational variables; normal nonfluency adaptation is primarily a function of linguistic variables. Theoretical, experimental and clinical implications are offered.

Abstracted by Stephen B. Hood

Mikawa, Terralynn. Monolingual versus Bilingual Children's Performances in Repetition of *Base* and *Transformational* Sentences. Utah U (Communication).

The purpose of the study was to determine whether the linguistic performance of monolingual children is superior to that of bilingual children in repetition of embedded *base*, embedded *transformational* sentences, or both. Each of 10 five- and six-year-old monlingual and 10 five- and six-year-old bilingual children were asked to repeat embedded sentence containing base end transformational structures.

Based upon correct repetitions of and modifications of embedded sentences it appears that differences in performances of bilingual and monolingual children were not statistically significant for either accurate repetitions of or modifications of base and transformational structures. Trends clearly favored the performances of the monolingual group. Significant *t*-scores for *base* versus *transformational* sentence repetition for each group provides additional support for the suggestion that five-and six-year-old children are able to repeat *base* sentences with more proficiency than transformational sentences.

Moulton, Robert D. Processing Words by Sign and/or Semantic Factors by Deaf Subjects. Michigan State U (Audiology and Speech Sciences).

This study tests the hypothesis that deaf subjects who consistently use sign language can use sign formation factors and/or semantic relationships as learning strategies during a paired-associate verbal learning task involving words. Also the relative efficiency of coding by a sign system, a semantic system, or a combination of the two was studied.

Twenty-six deaf teenage subjects who were proficient in the use of signs participated in a paired-associate learning task. The stimuli consisted of 5 lists of word pairs. The 5 lists were so constructed that they differed from each other on the basis of the sign and/or semantic relationship between the word pairs, sign or semantic relationships. The subjects were administered the paired-associate lists in a repeated measures design with random ordering of list order presentation. The presentation procedures used followed standard paired-associate study-test research techniques.

The results of this study indicate that during the initial phases of the paired-associate learning situation, deaf subjects who use sign language can code words on either a sign or a semantic basis. The findings indicated semantic relationships offer a more efficient coding strategy than do sign formation factors.

The indication of coding by sign factors offers support to the contention that the physiological components of communication production will be reflected in the processing of language-related material. The findings showing that semantic coding occurs in a paired-associate task is consistent with learning models which predict a reciprocal relationship between the motoric component of short-term memory coding and the semantic aspects of long-term memory storage processes.

Nikam, Shailaja. Perception of Time-Compressed English CNC Monosyllables by Non-Native Speakers. Michigan State U (Audiology and Speech Sciences).

One of the ways of increasing the efficiency of discrimination tests in central auditory testing is by modifying the temporal characteristics of the speech stimuli through time compression. Whereas normative data are available for native English speakers, the performance of non-native speakers has not been investigated. The purpose of the present study was to examine the effects of time compression on the intelligibility of English CNC monosyllabic words (N.U. Auditory Test No. 6), among native speakers of Spanish and Indo-Dravidian languages who were proficient in English.

Seventy two subjects from each of the two language groups, Spanish and Indo-Dravidian, were randomly assigned to six time-compression conditions—0 to 70%. Each subject was presented with four lists of words at five sensation levels (SL).

The results revealed that with increasing time compression, the means discrimination scores deteriorated for both language groups, moreso for the Indo-Dravidian group. With increasing sensation levels, the adverse effect of time compression was offset by increasing SL. The improvement with increasing sensation levels was not uniform under all time-compression conditions, nor between the two groups.

O'Hare, Nancy K. The Relationship Between Articulatory Dysfunction in Children and Performances on Selected Tests of Auditory Retention. U of Virginia (Speech Pathology and Audiology), 1973.

The purpose of this investigation was to examine the relationship between articulatory dysfunction in children and performances on selected tests of auditory memory.

The sample tested in this study was composed of 36 articulatory defective first grade children, screened according to selected criteria, and divided into three subgroups based upon the predominant type of phonemic error as operationally defined. Matching was accomplished between subgroups; subgroups were matched with normal subjects on several variables.

Five auditory retention assessment procedures were administered: Procedure I, Digit Task; Procedure IIa, Metraux Phoneme Task-Vowels; Procedure IIb, Metraux Phoneme Task-Consonants; Procedure III, Delayed Recall of Trigram Task; Procedure IV; Clark's Pattern Tapping Task.

A Lindquist Type III factorial analysis of variance design was employed as the statistical procedure for data analysis. F ratios were obtained to determine mean differences at the .05 level of significance, with correlated t tests applied.

The results of the investigation were: (1) Mean differences between articulatory normal and defective groups were found at the .001 level of significance on Procedure III, the Delayed Recall of Trigram Task, while no other mean differences were revealed at the .05 level between these two groups. (2) No between group differences were found when tests of immediate recall of auditory stimuli were employed. It is hypothesized that Procedure III, the Delayed Recall of Trigram Task, may assess more efficiently that aspect of auditory retention which relates most directly to articulatory dysfunction than other measures employed in this study.

Peters, Gilmour M. The Relationship Between Some Measures of Hearing Loss and Self-Assessment of Hearing Handicap. Wayne State U (Speech Communication).

The primary goals of this study were (1) to identify the single best predictor or combination of predictors that produced the highest correlations with a self-assessment of hearing handicap, and (2) to validate the findings of previous investigations with respect to the criterion score.

Twenty-eight audiometric scores including 20 speech discrimination scores were obtained from 40 Ss having mild-to-moderate sensorineural hearing loss. These Ss also answered forms A and B of the Hearing Handicap Scale as did 27 of their wives.

The major conclusions drawn from the data were (1) that self-assessment of hearing handicap on the Hearing Handicap Scale is significantly related to auditory measures incorporating sensitivity and discrimination, and (2) that over half of the variance in the Hearing Handicap Scale can be accounted for by the combination of three variables. They are: (1) the three-frequency pure-tone average, (2) the 250 Hz threshold, and (3) performance on a sentence list at a SL of 20 dB. Including the remaining 25 variables increases the amount of variance that can be accounted for by only about 1% per additional variable.

Internal and external validation procedures applied to the criterion indicated that the Hearing Handicap Scale is valid for use with sensorineural hearing loss patients.

The data obtained during a routine auditory assessment from adults with mild-moderate adventitious hearing losses do not permit the accurate estimation of hearing handicap as measured by the Hearing Handicap Scale.

Ramer, Andrya L. H. Syntactic Styles and Universal Aspects of Language Emergence. City U of New York (Speech and Hearing Sciences).

Recent research in developmental psycholinguistics has concentrated on the universal nature of the developmental process. The present research, however, was designed to observe the possible emergence of differing styles in this process, as well as similarities among children. Seven children were observed from a time just prior to the emergence of syntactic constructions until at least 20% of their utterances specified a Subject+Verb+Complement structure. The obtained corpora were analyzed syntactically and semantically. Syntactic analyses included order of acquisition according to grammatical complexity and specification of subject, verb and complement structure in the earliest syntactic period. Obtained utterances were also analyzed for the number and type of semantic categories expressed.

The results of this research indicated that although there were many similarities among the children, two distinct styles of syntactic acquisition were present. There were specific differences in the kind of syntactic constructions employed depending upon the child's syntactic style. Syntactic style also appeared to be related to speech of acquisition and sex for these seven subjects.

The results of this study also indicated similarities among the seven children. These similarities were reflected in the acquisition of syntactic complexity, question formation and the emergence of affirmative and negative semantic categories.

Riccillo, Samuel C. Children's Speech and Communicative Competence. Denver U (Speech Communication).

This study was concerned with describing the relationship between linguistic development and communicative competence in children. Speech samples were taken from 86 preschool children: 16 two and one-half year-olds; 35 three year-olds; and 35 four year-olds.

A picture elicitation instrument was employed to collect a speech sample from each subject. The utterances were analyzed and categorized as simple and generalized transformations. These linguistic categories were used to describe the complexity of the subject's utterances.

A second instrument employed was a set of communicative probes modeled after a mode of speech continuum. The responses to these probes by children were judged as appropriate or inappropriate depending upon whether or not the children met the minimal demands of the probe. The responses were used to describe the communicative complexity of the subject's utterances.

The principle findings were: (1) The linguistic competence of the subjects increased with age. There were only a few simple transformations which did not occur across all three age groups. More evidence of a developmental trend existed for subjects' utterances characterized as generalized transformations. (2) The communicative competence of subjects increased with age. The probes differed in complexity for two and one-half years-olds and three years-olds, but not for four year-olds suggesting a hierarchy from context-centered probes, through topic-centered probes. Probes four, six and seven clearly differentiated subjects between age groups. (3) There were low to moderate positive correlations between the linguistic complexity of subjects and the number of communicative probes answered appropriately by subjects across the age groups.

Ronson, Irwin. The Relationship Between Stuttering and Selected Sentence Types. City U of New York (Speech and Hearing Sciences).

The purpose of this study was to determine the relationship between stuttering and selected sentence types. Sixteen subjects read aloud 44 test sentences. Thirty-six of these sentences consisted of 12 each of three transformational sentence types: SAAD (simple, active, affirmative, declarative), Negative, and Passive. These sentences were controlled for linguistic variables known to affect stuttering: initial consonant, part of speech, word length, and word frequency level. Other linguistic factors controlled were verb type, adjective order, type-token ratio, case relationship, and selectional and strict subcategorization rules. Eight other sentences were used to test the effect of sentence length. Five additional sentences, not included in the test materials to be read aloud, were used to determine the subjects' ranking of sentence types according to perceived order of construction difficulty.

Four major subhypotheses were tested by a trend analysis of variance: (1) stuttering increases in frequency on selected sentence types in the following order: SAAD, Negative, Passive; (2) stuttering increases in frequency as word frequency level decreases from AA to A to (1-49) for the SAAD, Negative and Passive sentence types; (3) stuttering increases in frequency in relation to the stutterers' own perceived order of difficulty for the sentence types SAAD, Negative, Passive; (4) stuttering increases in frequency as sentence length increases from nine, to ten, to eleven words, in sentences comprised of similar sentence type (SAAD) and similar word frequency level (A).

The results of the trend analysis showed that there was no significant change in the frequency of stuttering on the sentence types, when averaged over all subjects and all three word frequency levels. This also occurred when group severity rating of stuttering (Mild, Moderate, Severe) and word frequency level (AA, A, [1-49]) were held constant. Stuttering did increase in the predicted order of SAAD, Negative, Passive for the Moderate and Severe stutterers, but not at a level of statistical significance. Stuttering increased significantly as word frequency level decreased from AA to A to (1-49) when the group severity rating was Severe and the sentence type was either SAAD or Negative; word frequency level was not found to be significantly related to stuttering for the Passive sentence type. No signifificant relationship appeared to exist between how the stutterers perceived the order of difficulty for the sentence types and how they stuttered on them; nine of the 16 subjects did stutter in the predicted direction (SAAD, Negative, Passive), but not at a level of statistical significance. Stuttering did increase significantly with sentence length for the Severe group when sentence type (SAAD) and word frequency level (A) were held constant; however, semantic factors may have accounted for these results as there was a significant correlation at the .01 level between high frequency of stuttering and low score in sentence "meaningfulness."

Rosenstein, Milton. Computer Generated Tones in Variable Bandwidth Noise and its Application to a Study of Sub-Critical Detection. City U of New York (Speech and Hearing Sciences).

A computer program designed to minimize the limitations of hardware tone and noise sources and to provide precise control of tone and noise parameters, was developed and applied to the study of the detection of tones in variable bandwidth noise. In this study, which used two repeated (frozen) noises per bandwidth, the mean intensity of each noise presentation and the starting phrase of the tone referred to the noise, was held constant and equal throughout the tests while the noise bandwidth ranged from 1.25 to 640 Hz. Despite these identical presentation-wide mean intensities, two threshold noise bandwidth curves emerged differing significantly in the sub-critical region; one curve fitted by a straight line satisfying the energy detection hypothesis, the other, fitted by a curve exhibiting a pronounced hump between noise bandwidths of 10 and 40 Hz. These results, which contradict the hypothesis holding that energy or intensity ratios between signal and noise, alone determine sub-critical thresholds, were linked to differences in two parameters of the noises: (1) the mean value of the noise lying under the on-transition of the tone, and (2) signal-like excursions of the noise envelope in approximately the same region. These results suggested a hypothesis concerning sub-critical detection which provided a resolution of apparent contradictions re: sub-critical thresholds reported by some previous investigators.

Salem, Philip J. The Development of Higher Mental Processes in the Generation of Meaning. Denver U (Speech Communication).

The purpose of the study was to determine how cognitive development is evidenced in creating word meaning. Meaning was defined as an open system capable of at least three steady states. The steady states were modeled after various stages of cognitive development; each steady state was defined by its semantic structure.

Specific semantic structures were indicated by word groupings. A word-game paradigm produced the desired word groupings while retaining a speech communication context. Children and adolescents were sampled from the same social group, and their behavior playing the word-game was analyzed.

Differences between the two groups were predicted on the assumption that the semantic structures would vary in accordance with cognitive development. The analysis of the receiver behavior in the word-game supported this assumption directly. Sender behavior varied in the opposite direction of the receiver behavior and may be explained by noting that the encoding process is a reversal of the decoding process. The analysis of the sender behavior, therefore, supported the assumptions of the research indirectly.

Schissel, Richard J. Discrimination, Auditory Processing and Echoic Memory For VCCV Bisyllables in Children Representing Three Levels of Articulation Proficiency. Pennsylvania State U (Special Education), 1975.

The purpose of this study was to separate effects of auditory processing speed and echoic memory from auditory discrimination skill and determine their relationship to articulation proficiency.

Subjects were ninety-seven mild and severe /s/, /r/, /θ/ defective and normal speaking first and third graders. The subjects listened to tapes of pairs of bisyllables at each of four conditions: (a) dichotic presentation, (b) .25 second, (c) 2.0 second and (d) 10.0 second intervals between bisyllables in each pair. Subjects determined whether the bisyllables in each pair were the same or different. Two measures were obtained on each subject: proportion of correct responses and mean latency of response on the discrimination test at each interval.

Results of the study indicated significant positive correlations between: (1) The proportion of correct productions of /s/ by first grade /s/ defective subjects and their proportion of correct respouses at the 10.0 second interval and (2) the proportion of correct productions of /r/ by first grade /r/ defective subjects and their proportion of correct responses at the 25 second interval. Further, significant inverse correlations were found between: (1) the proportion of correct productions of /θ/ by first grade /θ/ defective subjects and their proportion of correct responses at the 10.0 second interval and (2) the proportion of correct productions of /s/ by third grade /s/ defective subjects and their mean response latency in the dichotic condition.

Schwartz, Daniel. Critical Bandwidth and Differential Loudness Summation in the Acoustic Stapedial Reflex. Vanderbilt U (Hearing and Speech Sciences).

The purpose of this study was to investigate the hypothesis of an abnormal widening of the critical band in ears with varying degrees of sensorineural hearing impairment in relation to the results of the Differential Loudness Summation (DLS) test. Although previous investigators are in disagreement regarding abnormal widening of the critical band, the phenomenon was suggested as the rationale for the DLS test, a recently proposed method for predicting presence and degree of sensorineural hearing loss in young children and other hard-to-test patients.

Test results were obtained for 20 normal hearing and 20 hearing impaired adults. A major finding of the study was a significant widening of the critical band in the hearing impaired subjects at both test frequencies, with the magnitude of the widening significantly related to the degree of hearing loss. A further finding of importance was a reasonable degree of success for the DLS test in the prediction of presence and degree of hearing loss. Finally, however, no relationship was found between widening of the critical band and DLS test prediction.

Turbeville, Joseph. A Study of Speech Discrimination Performance under Conditions of Monaural and Binaural Amplification. Vanderbilt U (Hearing and Speech Sciences).

The present study was designed to compare the speech discrimination performance of a group of hearing impaired adults under conditions of monaural and binaural amplification across a wide range of listening situations. Subjects consisted of ten adults with bilateral moderate to severe sensorineural hearing impairment. Global analysis of mean speech discrimination scores across all listening conditions indicated the superiority of aided binaural listening over either condition of monaural listening, and the superiority of the monaural noise indirect condition over the monaural noise direct condition. Sub-analyses of group performance across listening conditions revealed significant differences in speech discrimination performance in favor of the binaural system only during those conditions representing "faint" and "quiet" speech. Aided speech discrimination performance for all conditions of amplification decreased systematically as the primary-to-secondary ratio became more favorable. Subjects having the greater degree of hearing loss in the monaural unaided ear achieved greater binaural gain in speech discrimination performance than those subjects having lesser degrees of hearing loss.

Waltzman, Susan B. Backward and Forward Masking With Reproducible Noise Bursts. City U of New York (Speech and Hearing Sciences).

The purpose of this study was to investigate the effects of two narrow band waveforms, 50 msec. in duration and centered at 250 Hz, on temporal masking at shore masking intervals and, further, to assess the effects of phase shifts on backward and forward masking. Four normal hearing experienced listeners were required to detect a monaurally presented 250 Hz tone burst, 12 msec. in duration, that either preceded, occurred simultaneously with, or followed the burst of narrow band noise. The procedure used was the two interval forced choice technique. A transformed up-down procedure was used for threshold estimation. Threshold was taken to be the stimulus level at which 70% of the responses were correct. Five simultaneous, three backward, and three forward masking conditions were investigated. The masking intervals from onset of master to onset of tonal pulse ranged from —30 msec. to +70 msec. The three phasic conditions for the signal were in-phase, 90° out-of-phase and 180° out-of phase.

Each combination of all factors investigated was presented to each subject twice in random order. Each of these threshold determinations was derived from the average of twelve runs. An IBM computer was employed to calculate the subject's threshold from the average of twenty-four runs. In addition, a five factor analysis of variance for these mean threshold values was performed. The factors were delay (11 delay settings) subjects (4), noise waveform (2), phase (3) and order (first observation and second observation). Of the five factors all interactions involving order effect were found to be not statistically significant. The largest effects were found for delay, subjects and noise waveform and a comparatively smaller effect for phase.

Results of this experiment substantiated the data of other researchers who have shown greater backward than forward masking at short masking intervals and greater masking was found for all simultaneous conditions than for any of the backward or forward masking conditions. In addition, differences between the two noise waveforms and the phase shifts had a significant effect on the thresholds obtained for the backward and forward masking conditions, as well as for the simultaneous masking conditions.

White, Steven Carl. The Effect of Response Availability on the Speech Discrimination Scale. Wayne State U (Speech Communication).

The purpose of the study was to compare scores obtained when the items of each of the six Speech Discrimination Scale subtests were displayed in front of a subject with scores obtained when the subject only knew the type of material he would be hearing.

The tests were administered in two conditions with 17 normal hearing young adults each. In one condition the subjects heard the subtests in the standard clinical manner while in the other condition the test items had responses available. Following a two week period, the subjects were retested using the same procedure as used during the first session.

Mean articulation curves were drawn and analyses of variance were calculated. There was a significant effect of response availability on the audibility of each subtest and on the slope of the articulation curves of the Easy Word, Medium Word, and Hard Word subtests. The rank order of intelligibility for the subtests when responses were not available was, from easiest to most difficult, Digits, Easy Alphabet, Easy Words, Hard Alphabet, Medium Words, and Hard Words. Response availability did not equate the performance on the subtests and the rank order of intelligibility becomes, from easiest to most difficult, Easy Words, Digits, Easy Alphabet, Hard Words, Medium Words, and Hard Alphabet. Although there was significant improvement from prior test exposure to Easy Alphabet, Easy Words, Medium Words, and Hard Words, the improvement for Easy Words was more like that for the digits and alphabet lists rather than the two other lists.

Theatre

Bailor, Jerry Roland. The Late Eighteenth Century Theatrical Public of London, England. U of Southern California (Communication-Drama).

Historical studies of threatre audiences provide significant contributions to the understanding of the theatre art known in any given historical period. This study undertook to examine the late eighteenth century London theatre audiences within the following investigative areas: the socio-economic-political forces, movements, and events, and their influences on the audiences and theatres; the size, comfort, and composition of the theatre audiences; audience behavior; audience theatrical taste and seasonal repertoires; and the various paratheatrical entertainments and their effect on the behavior of the theatre audiences.

The socio-economic-political forces evident in the late eighteenth century were significant influences on audience taste and behavior in the theatres. The American and French Revolutions led to liberal English cries for democracy and equal representation, while growing nationalistic feelings demanded patriotism for British tradition. Patriotic sentiment was sounded often on the boards of Drury Lane and Covent Garden theatres. In addition, the growth of the industrial revolution, inflation, and increased urbanization led many citizens to seek solace in numerous excesses which included alcoholism, gluttony, gambling, sexual promiscuity, and disparate non-verbal amusements.

The many disparate paratheatrical entertainments consisted largely of nonverbal acts of spectacle and included cock-fights, menageries, pleasure gardens, prize fights, the circus, masquerades, Bartholomew Fair, and public executions. The paratheatrical entertainments emphasized visual delights of skill, chance, exhibitionism, informality, and dazzling spectacle effects. These characteristics influenced the behavior and taste of the theatre audience as theatrical entertainment turned to visual spectacle.

Bibee, Jack L. The Acting of Richard Mansfield. U of Illinois. (Speech Communication).

The purpose of this study was to examine objectively Mansfield's acting techniques and show how he responded to the changing nature of late nineteenth century theatre—from traditional melodrama, romance and classic drama to the emerging realistic drama. Mansfield's career was divided into four categories and representative roles were studied for each type: for melodrama, Baron Von Chevrial (*A Parisian Romance*) and Dr. Jekyll and Mr. Hyde; for romance, Beau Brummell and Cyrano de Bergerac; for Shakespeare, Richard III, Shylock, and Brutus; for modern drama, Bluntschli (*Arms and the Man*) and Peer Gynt.

Although critics' opinions of Mansfield's performances varied considerably, their descriptions provide a detailed account of his acting. Unlike traditional romantic actors, who depended on vocal technique and heroic passion, Mansfield created detailed business and visual effects to supplement, or even replace, dialogue. He was criticized for poor elocution, but he was often praised for creating imaginative vocal effects. The hallmark of Mansfield's characterizations, however, was psychologically consistent motivation. Instead of relying on the typially romantic approach in which the motivations for heroes and villains seemed incidental to the fact that they were good or bad, Mansfield created heroes who were genuinely virtuous and villains who performed evil deeds for understandably human motives.

Mansfield's powerful personality dominated his career. It lent a compelling power and excitement to his acting. It also made him tremendously ambitious and drove him to an early grave in his effort to secure a place in the ranks of the greatest actors.

Bindert, Kathleen. Ethos as Mask: A Study of Character in the Plays of Luigi Pirandello. Northwestern U (Theatre).

The mask is a central image in the writings of Luigi Pirandello (1867-1936), whose collective title for his dramatic works is *Maschere Nude (Naked Masks)*. Beginning with the key theatrical terms of "*ethos*" and "mask," the classical Greek comic pairing of *eiron* (self-deprecator, ironist) and *alazon* (boaster, imposter) are defined for this study, in addition to the buffoon and *pharmakos* variants. Greek Classical *eironeia* was behavioral whereas German Romantic irony was situational, and the third chapter of this study examines these two factors as bases for Pirandello's essay, *L'umorismo*, a conceptual and imagistic framework for his plays. The sixteen full-length plays written between 1915 and 1922 support the presence of the *eiron* and *alazon* masks and of mask behavior and situations in Pirandello's plays. The study also examines the relationship of the masks to the plot and to Pirandello's usual dramatic structure and genre classification, and the implications of Pirandellian *umorismo*, irony, masks, and mask behavior for performance and performance theory.

Blades, Joseph. A Comparative Study of American Film Critics, 1969-1974. Bowling Green State U (Speech).

Six motion picture critics are the subjects of this study: Vicent Canby, Judith Crist, Pauline Kael, Stanley Kauffmann, Andrew Sarris, and John Simon. Following in the footsteps of James Agee, this sextet comprises part of a second generation of serious, competent film critics. The study presents a descriptive review of each writer's work, featuring analysis of both style and content.

These observations are made: Vincent Canby is a highly consumer-reports-oriented critic whose daily columns offer plot summaries and general critical impressions, but provide little detailed analysis. Judith Crist, as a reporter-critic for the masses, infuses her reviews with behind-the-scenes notes, interrupted, fact-packed, sentences, and a chatty, conversational tone. Pauline Kael is primarily a socio-psychological critic who intelligently explains the appeals that certain movies have. Stanley Kauffmann, a "highbrow," is a scholarly writer who uses his practical background in acting, directing, and playwriting to give authority to his film critiques. A writer for the film buff and the connoisseur and a disciple of the French *auteur* theory, Andrew Sarris evaluates movies primarily from the director's point of view. John Simon, for whom motion picture criticism is an art, easily surpasses his colleagues in erudition, vitriol, and arcane reference, while dispensing periodic denouncements of popular taste.

The six critics seem to be thoughtful, probing, dedicated journalists who revere movies. Collectively, their significance derives from their reportorial insights, their skills as essayists, and their aims to promote and upgrade the medium. For all the professional dissimilarities and private and public variances involved, the critics have demonstrated their zeal. Again, collectively, this "second generation" of writers has made solid advancements in the art of motion picture criticism.

Caldwell, George R. A Quantitative Investigation of Audience Response to Theatrical Settings. Bowling Green State (Speech).

This investigation attempted to measure as well as develop a means for measuring responses of expert and naive audience members to theatrical settings.

For the investigation a 2 x 9 factorial design was used. The levels were two groups of naive and expert subjects and the nine settings from a session of nine productions at Bowling Green State University.

Ten semantic differential scales developed in a previous investigation and five Lickert-type summative questions were used as the dependent measures. The data were submitted to mulitvariate analysis of variance. That analysis yielded no significant interaction. Significant differences were found between the perceptions of the two groups and in the way in which both groups perceived each of the nine productions.

Rank correlations of between-group scores for productions, semantic dimensions and summative questions also yielded some significant findings. Differences between the ways in which naive and expert audience members responded to stage settings were differences more in the intensity of those responses than in differences in the kinds of responses.

Callahan, John M. A History of the Second Olympic Theatre of Saint Louis, Missouri, 1882-1916. Kent State U (Speech).

Between 1882 and 1916 the second Olympic Theatre, under the management of John W. Norton (1882-1889), Patrick Short (1889-1911), and Walter Sanford (1911-1916), was one of the most prestigious theatres of legitimate drama in St. Louis. When Norton opened the completely rebuilt Olympic Theatre in 1882 he changed its character from a stock company playhouse to that of a first class theatre for traveling shows featuring nationally known stars. Under the esteemed leadership of Short, who directed its destinies from 1889 until his death in 1911, the Olympic reached its zenith as Short provided St. Louisians with the very best legitimate drama the country had to offer. When the Theatrical Syndicate gained control after Short's death and employed Sanford as manager, the Olympic declined rapidly. The advent of motion pictures, cheap vaudeville, pernicious commercialism, and a westward movement of the city's population proved too much for the grand old theatre and the second Olympic finally closed in 1916.

This study is a cronicle of the part the second Olympic played in the theatrical history of St. Louis during the 34 years of its existence. It provides not only pertinent infromation from theatre programs, newspaper and magazine reviews and biographical accounts but, in addition to the day book of its complete repertory from 1882 to 1916, it includes an annotated index to reviews from the *St. Louis Post-Dispatch* to selected plays and players of outstanding performances at the second Olympic during its heyday.

Colley, Thomas. An Historical Study of the Society of Stage Directors and Choreographers through 1973. Wayne State U (Speech Communication).

The Society of Stage Directors and Choreographers is a labor union representing the interests of directors and choreographers in the Broadway, off-Broadway, and resident theatres of the United States. The union was founded in 1959 with a proposed dual function. First, it was expected that the union would be able to secure equitable fees and royalties for its members and insure their payment. Toward that end, minimum basic agreements were negotiated with the League of New York Theatres in 1972.

The second objective of the union was educational. The Workshop Foundation of the Society of Stage Directors and Choreographers was created in 1964 in order to help achieve this goal. In the years since its creation, the Foundation has sponsored experimental productions, maintained a rehearsal facility, produced weekly radio programs, and for many years organized weekly Round Table Discussions. In addition, the Foundation distributes to members free tickets for professional shows.

The Union has secured an equitable situation for its members and in the face of a rapidly changing professional theatre, the current leaders of the union expect to give more attention in the future to improving the stability of American theatre. The union has always been vigorous and has been growing continually stronger. There is reason to believe that because of this vigor and strength the Society of Stage Directors and Choreographers will probably play an expanded role in determining the future of the [illegible]can theatre as an industry and as an art.

Deahl, William E. Jr. A History of Buffalo Bill's Wild West Show, 1883-1913. Southern Illinois U (Speech).

The purpose of the study was to produce a historical account of Buffalo Bill's Wild West Show. The study outlines the distinguishing program and format of the exhibition, describing the action of specific attractions, and evaluates the success of the exhibition in light of newspaper accounts. The study examines the Wild West Show as a distinctive form of nineteenth-century, popular, American establishment and clarifies William F. Cody's contribution to the field of entertainment.

The results of the study concludes there were at least five components enabling the Wild West Show to survive for thirty-one years as a popular entertainment. These factors were (1) a standard format of features, (2) features based upon actual events from the history of the western expansion of America, (3) the use of performers who were first and foremost experts in western skills and occupations or who were representative of specific cultural groups instead of professional actors, (4) allowance for modifications in the features, and (5) the appearance of Buffalo Bill.

The exhibition was structured like a variety show with individual acts centering around the western motif, each illustrating a distinctive aspect of life in the wild west. The program was built around seven types of features introduced in the 1883 exhibition: (1) equestrianism, (2) a demonstration of the pony express, (3) the appearance of cowboys and Indians, (4) exhibition shooting acts, (5) the appearance of Buffalo Bill, (6) the attack on the Deadwood stagecoach, and (7) the use of spectacular features.

Dodge, Caroline J. Rosamond Gilder and the Theatre. U of Illinois (Speech Communication).

This study presents Rosamond Gilder's contributions to theatre, both in her own country, the United States of America, and abroad.

Principal materials used include: (1) public and private records of the organizations with which Ms. Gilder was involved, (2) her published articles, (3) her own information file, including copies of unpublished speeches, and (4) personal interviews granted the author.

The study chronologially traces Ms. Gilder's activities. It emphasizes the proximity of events in her career, *i.e.*, her participation in several organizations at the same time and the resultant effect such a proximity must have had.

In her capacity as director of the United States Centre of the International Theatre Institute (1947-68) and as President of the ITI (1963-67), Rosamond Gilder led the American theatre into the international arena. Her success was the calmination of her prior achievements on the national scene. In the thirties, as secretary of the National Theatre Conference and as director of the Bureau of Research and Publication of the Federal Theatre Project, she bridged the gap between regionalism and nationalism. In the forties with her work on *Theatre Arts* as critic, assistant editor, and editor, she brought that nationalism to maturity. Her work with the American National Theatre and Academy provided the final step, for ANTA's foreign office became the U.S. Centre of the ITI.

Because of her devotion to theatre and her ceaseless work for its emerging "community of nations," Rosamond Gilder is one of the America's important cultural ambassadors.

Filippo, Ivan Joe. Landmark Litigation in the American Theatre. U of Florida (Speech Communication).

This study provides a review and analysis of significant copyright, censorship, and monopoly litigation which has affected American theatrical development. The cases chosen are those most frequently mentioned by the courts in theatrical litigation and cited as significant decisions in legal periodicals.

In the field of dramatic copyright, most landmark litigation occurred after the Copyright Act of 1856. Cases were often decided through the use of different criteria to determine whether a substantial similarity between two dramatic works existed and, hence, whether a work had been unlawfully copied or produced.

Most cases involving the second area, dramatic censorship, revealed that the major issue was obscenity. When applying censorship law, the courts used two methods to curtail questionable dramatic activities: (1) they could judge whether the play was obscene, or (2) they could uphold the right of legal authorities to refuse to renew theatre licenses, and thus force the closure of dramatic productions.

Unlike copyright and censorship findings, only two major monopoly violations have been recorded in American theatre history—one in the area of vaudeville booking and the other involving restrictive playwright-producer contracts. In all other cases, the plaintiff was either found not guilty, or he submitted to a consent decree judgment which eliminated the necessity of a court decision.

An analysis of the landmark cases in copyright, censorship, and monopoly indicates that Americans frequently have tended to view their theatre as a source of immorality, as a detriment to religion, as a strictly economic product, and as a political tool.

Green, Ronnie L. The Comic Vision: Patterns of Initiation and Resurrection. Wayne State U (Speech Communication).

The hypotheses which this dissertation attempts to test are: (1) The structure of comedy reveals, symbolically and at times quite literally, recurrent patterns of ancient initiation rites: the Descent into Chaos, Ordeals of Symbolic Death, and Rebirth; (2) The Comic Vision, for the most part subconsciously, offers man an answer to his eternal longing to find a positive meaning in death, to accept death as a transition rite to a higher mode of knowledge and/or being; and (3) An understanding of the initiatory pattern will make the meaning of comedy more accessible.

The main procedure employed in this study is an investigation of representative comedies by five of the world's great comic playwrights—Aristophanes, Shakespeare, Moliere, Feydeau, and Shaw—with the purpose of analyzing the literal and symbolic relationships between the structure of the representative plays and their various initiatory patterns.

The major conclusions drawn are that the structure of comedy reveals recurrent patterns of ancient initiation rites. Furthermore, the structure of comedy reveals character initiates, non-initiates, and companion guides who, in some cases, serve as initiators. This study also concludes that the audience becomes initiate as they vicariously accompany the protagonist-initiate (or initiates) along the initiatory journey. In satire, however, it is usually *only* the audience who becomes initiate; that is, the audience alone undergoes the final step of initiation since the protagonist is incapable of doing so.

Guthrie, David G. The Innovations of Steele MacKaye in Scenic Design and Stage Practice as Contributions to the American Theatre. New York U (Speech and Drama).

The purpose of this research was to examine the innovations of Steele MacKaye in scenic design and stage practice as contributions to the American theatre. The study capsuled the life of MacKaye prior to his entrance into the American theatre in 1872 and examined the state of American technical theatre at that time. MacKaye's stated theories on theatre, scenic design and stage practice were analyzed in conjunction with the evidences of presentational realism found in the produtions and production descriptions of his dramas and as they were manifested as realized innovations for the American theatre. MacKaye's work in and contributions to the American theatre were assessed to determine if he might be adjudged an artist of the theatre using synthesized definition of the term formed from various conceptions of recognized critic-scenic designers.

Steele MacKaye was found to be master of all elements of play production working in and achieving individual success in each of the separate theatre arts. MacKaye fused all of the elements by his single control to express artistic unity in his productions. His need for expression was directed toward an artistic goal, and the challenge to realize his dreams furnished the artistic drive. MacKaye, in meeting both the composite and the individual definitions for an artist of the theatre, may be adjudged to be a realized Artist of the Theatre whose contributions in scenic design and stage practice were and are a legacy to the American theatre.

Hansen, Robert Craig. Nostalgia and the Broadway Musical Theatre in 1971. Florida State U (Theatre).

In 1971, nostalgia emerged as one of the year's most prominent emotions, both on the stage and in life. On Broadway it emerged as a viable commercial and artistic force. This dissertation examines its presence specifically in *No, No, Nanette*, *Follies*, *Frank Merriwell*, and *On The Town* to determine the climate of ideas and societal factors that influenced and were simultaneously reflected in the productions.

The development of the musical as a popular art form in America is outlined. The paper defines nostalgia and the form of camp that emerged with it, and relates them both to their theatrical manifestations. The trends in theatre of the sixties are traced, and finally the emergence of the musicals named above is described in detail.

The conclusion outlines how the nostalgia phase of 1971 influenced the theatre which followed it.

Hawley, C. Robert. The Status of Curricular and Co-Curricular Theatre in Arkansas High Schools. Kent State U (Speech).

A comprehensive survey descriptive of the scope and nature of theatre education in Arkansas high schools, this survey is based on prevailing practices, conditions and attitudes during the 1972-1973 academic year. The study, based on a two-part questionnaire addressed to the principal and the teacher most responsible for theatre in all Arkansas high schools, provides in-state comparisons as well as comparisons to data from a similar national survey conducted by Dr. Joseph Peluso, a study upon which the present survey was based.

The survey includes 112 tables, eight figures, and a statistical appendix comparing responses to virtually every item from the fifty-three question survey instrument returned from 43% of Arkansas high schools. The appendix includes listings for Arkansas, national, regional (taken from the national survey), and "strong" theatre programs in Arkansas and the nation.

Through the survey it has been determined that 97% of Arkansas high schools present plays, but only 32% have a drama club, and only 19% offer courses in theatre arts. Less than half (45%) of the teachers most responsible for theatre in their schools have participated in college or university theatrical production and only 38% have had academic training in production or direction. These figures fall considerably below the national "norms."

The data retrieved lead to several implications for persons concerned with high school education in Arkansas. These implications as well as recommendations are included in the concluding chapter of the study.

Huerta, Jorge A. The Evolution of Chicano Theatre. U of California at Santa Barbara (Dramatic Art).

The purpose of this study was to trace the development of Chicano Theatre beginning with the ritual drama of Mesoamerica, the Spanish religious drama of the Conquest of Mexico and the Southwest, and continuing through the rise of the *Teatro Campesino* and other *teatros*, particularly *El Teatro de la Esperanza* in Santa Barbara, California.

Research methods included an examination of Pre-Columbian and post-Conquest theatrical activity in Mexico and the Southwest; analyses of contemporary Chicano theatrical activity; and an analysis of the development of *El Teatro de la Esperanza* under the direction of the author.

The study illustrates several important points about Chicano Theatre: (1) The Chicano has a rich theatrical heritage of spiritual and political drama. (2) This theatrical activity continues to the present in bilingual *teatros* which maintain a tradition that is over five centuries old. (3) With the birth of the *Teatro Campesino*, a new chapter in the theatrical development of Chicano culture was begun and continues to evolve as more *teatros* add their numbers to a nationwide organization, *TENAZ, El Teatro Nacional de Aztlan*. (4) *Teatro* is an effective way to articulate protests and call for social change. (5) *Teatro* encompasses art, dance, drama and music to become a significant element in the current renaissance of Chicano culture. (6) There is a very strong need for bilingual theatre wherever there are Spanish-speaking people; a theater which expresses the experiences, frustrations, and hopes of the second largest minority in the United States: The Chicano.

Hunt, Tamara Robin. Tony Sarg: Puppeteer in America, 1915-1942. U of Southern California (Communication).

America owes its puppet tradition to an illustrator from England named Tony Sarg, who came to the United States in 1915. The purpose of this study was to determine Sarg's historical importance and influence on American puppetry. To accomplish this, the following questions were asked: What was the state of puppetry in America before Sarg's arrival? What constituted Sarg's personality, philosophy, and puppetry activities between 1915 and 1942? What were Sarg's critical contributions to the American puppet theatre?

Puppetry had existed noticeably in America during the latter half of the nineteenth century but was strongly influenced by the European tradition of mechanical marvel performances. The timely combination of Sarg's unique personality and artistic talents enabled him to convert successfully his marionette hobby into a profession and create a puppet theatre for America.

Tony Sarg's multi-faceted career helped him popularize puppetry. During his first fifteen years in America, he gained a reputation as an illustrator cartoonist, designer, inventor, lecturer, and teacher, as well as puppeteer. Sarg's incredible energy and disciplined use of time enabled involvement in a variety of projects and business ventures which made him wealthy and famous. His sense of humor and friendly personality provided him with an illustrator, cartoonist, designer, inventor, both young and old, evidenced itself in all his work. He was known for the many books he wrote and illustrated for children, his lecture tours, and his puppetry courses at his New York studio.

Jacks, George Robert. Olov Hartman: Five Dramas of the Swedish Church-Drama Movement Discussed with Reference to Hartman's Theology and Symbolism. Columbia U (Language, Literature, Speech, and Theatre).

Olov Hartman is widely known in Sweden as dramatist, novelist, essayist, and theological scholar. A priest in the Church of Sweden, he served from 1947 to 1971 as director of the Sigtuna Foundation, a center for church and culture.

Hartman is best known for his *kyrkospel* (church-dramas), dramatic proclamations of the Church's message, intended for use in worship. Since 1953, such strong interest has developed in church-drama that the "movement" has now spread throughout all the Scandinavian countries and into other parts of Europe, and is one of the most vital aspects of church life there.

This study contains the first English translations of five dramas, representing different aspects of Hartman's artistry, and including forms of drama other than the liturgical. These are: *The Holy City* (1953) and *The Crusader* (1962), both based upon Swedish church history; *Fire for an Altar* (1967), an historical liturgical drama; *Counterpoint* (1967) and *After Us* (1970), both demonstration dramas with biblical and contemporary social themes. In each drama, Hartman has sought through theological statement and meaningful symbolism to speak the Church's prophetic message to the culture in which it exists.

Part One introduces Hartman and the development of the Swedish church-drama movement, and shows the unique collaboration between Hartman and Tuve Nyström, his producer-director.

Part Two contains the translations of the five dramas, with a discussion of subject matter, theology and symbolism in each. The discussions are based largely upon personal interviews with Hartman in Sigtuna, Sweden, in 1970.

Johnsen, H. Lucille. The Plays of Gici Ganzini Granata at the Children's Theatre of the Angelicum. U of Minnesota (Theatre Arts).

During the period between 1959 and 1974, one or more plays by Gici Ganzini Granata were presented each year at the Children's Theatre of the Angelicum in Milan, Italy. For the purpose of this study, four of Mrs. Granata's plays were translated for the first time into English, then summarized and discussed critically. There is a report based on first hand observation of Mrs. Granata's work presented during January and February, 1974 at the Children's Theatre of the Angelicum in Milan and at other theatres to which the Angelicum company toured. Also reported upon are interviews which were conducted with playwright Gici Granata, Angelicum Theatre producer Benito Biotto, and with various actors, directors, critics, and members of the theatre audience. A brief history of the Children's Theatre of the Angelicum is also presented.

Four diverse plays are then studied in depth: *The Emperor's New Clothes*, freely adapted for theatre audiences from the original fairy tale; *The Legend of White Eagle*, a dramatized adaptation of a Penobscot Indian tale; *Peo and Poo, Clowns of the Circus*, an original work which has been presented at international theatre festivals in Venice, Nuremberg, and Monaco; and *The Last Stagecoach for Fort Laramie*, the most frequently produced of all Mrs. Granata's theatre plays.

Finally there are observations and conclusions concerning Mrs. Granata's dramatic method, including a discussion of specific means whereby this playwright has consistently demonstrated an ability to interest and entertain theatre audiences which range from five to seventy years of age.

Kraus, Joanna Halpert. A History of the Children's Theatre Association of Baltimore, Maryland from 1943-1966. Columbia U (Language, Literature, Speech and Theatre), 1972, Ed.D.

The above study is a descriptive history of a model independent community children's theatre. The Children's Theatre Association of Baltimore, Maryland, the first children's theatre to be established in Maryland, was founded by and was under the administrative and artistic leadership of Isabel Burger for a twenty-three-year period, 1943-1966.

Burger broke from traditional formal children's theatre and stressed sensitive communication through improvisational techniques. At the height of CTA's activity, the Association operated eighteen creative drama classes per week and presented ten productions during the school year. In 1961, Showmobile initiated a summer touring program of two plays. The Association also sponsored adult training courses in creative dramatics and stagecraft.

The study focuses on the theatre's emphasis on creative dramatics and its commitment to community service. To compile the study, the author interviewed Burger, former students, volunteers and staff and studied a twenty-three-year period of Association files and news clippings. Based on these resources, a composite picture was developed of the Association's objectives, procedure and influence.

Lanphier, David N. A History of the American College Theatre Festival: 1963-1973. Florida State U (Theatre).

The American College Theatre Festival (ACTF) attempts to exhibit the best level of theatre productions found in American Colleges. The screening process commences locally and culminates in a Festival in Washington D. C.

The first ACTF occurred in 1969, but the concept arose in 1963 as part of the National Cultural Concept. Roger Stevens instigated the idea as a means of honoring the best of college theatre, encouraging the rest, and opening the door to professional theatre for students. Under the title of the National University Theatre Festival, and sponsored by AETA, ANTA, and NCC, plans commenced.

Estimated financial needs proved to be more than the available sponsors could provide for the 1964-65 Festival. A campaign was launched to raise funds from corporations, but the 1965 Festival could not be completed.

Beginning major efforts in 1967, the President of ANTA secured the necessary agreements for funds from The Smithsonian Institute, American Airlines, and the Friends of the Kennedy Centre, who together with the AETA and ANTA sponsored the 1969 Festival.

Subsequent changes occurred, the change of name being one, and by the third Festival two of the major sponsors were American Express, and the American Oil Company. Plans and procedures continued to be refined, always with the objective of bettering and furthering educational theatre in America.

Informative data is included in this comprehensive study.

Lipton, Leonard Joel. A Critical Study of the Filmmaking Style of Milos Forman with Special Emphasis on His Contribution to Film Comedy. U of Southern California (Communication-Cinema).

In the mid-1960's, Czechoslovakia surprised the film world by producing a large number of prize-winning films. Film critics the world over hailed this dramatic outpouring of outstanding films as part of a "New Wave" in Czech cinema. Many film scholars were puzzled by Czechoslovakia's sudden emergence as a major film power because few of them knew that the history of filmmaking in Czechoslovakia had been marked by a series of interruptions which delayed the development of the Czech cinema and prevented it from reaching maturity earlier.

Milos Forman became the most well-known of the young filmmakers of the Czech New Wave. On the basis of his second feature film, Forman became known as a director of "charming comedy" films that focused on average people in everyday, real-life situations. However, with the release of his third feature, Forman was praised for his sharp, satirical wit and his tragicomic style of humor. While several critics compared Forman's comic touch to that of Charlie Chaplin, few of them realized that Forman was actually contributing to a revival of the Golden Age of screen comedy. Forman's films possess the visual and spontaneous qualities and the universal appeal associated with the great comedy films of the silent era.

Forman's films and filmmaking style appear to be simple. It is evident that Forman's filmic style requires extraordinary skill in the areas of preparing the script, directing the actors, handling the camera, editing the film, and utilizing music and sound.

Lynaugh, John B. Dion Boucicault and 19th Century English American Theatre. U of Wisconsin (Theatre and Drama).

The nineteenth century English-American theatre was one of the most active and productive theatres in the history of drama, yet for all that flourished in that theatre, today it is often regarded as a wasteland in which the legitimate forms of comedy and tragedy nearly vanished. More often than not, the reason given for the demise of elevated drama in the nineteenth century is that the theatre was infested with faces and melodramas written by hack authors of no lasting importance. Recently, such reasoning has come under question. Scholars have written on the significance of farce and melodrama in an attempt to show the importance of these forms of drama in the rise of Realism. Secondly, scholars have written to show that drama of distinction was written in the nineteenth century.

Of the more prominent men working in the Victorian theatre, Dion Boucicault had few equals. His half-century of participation in that theatre offers scholars an encyclopedia of evidence on which to judge the drama and theatre of nineteenth century America and England. In his farces and melodramas proof abounds which illustrates the importance of these forms of drama in the eventual triumph of Realism. Furthermore, Boucicault's work with legitimate comedy reveals that elevated drama, drama of distinction, was written in the nineteenth century.

"The Forgotten Contributions and Comedies of Dion Boucicault" examines and investigates Boucicault's relationship to his theatre. Boucicault's contributions range from his almost single-handed efforts to raise the respectability for playwrights in his century to his work as a significant contributor in popularizing the facsimile stage which realism adopted. Boucicault's comedies, on the other hand, show that legitimate drama was being written in the nineteenth century. Both of these considerations serve as a modest reminder that the nineteenth century English-speaking theatre was more than a mere wasteland in the history of drama.

Lyttle, Thomas J. An Examination of Poetic Justice in Three Selected Types of Nineteenth Century Melodrama: The Indian Play, The Temperance Play, and The Civil War Play. Bowling Green State U (Speech).

The purpose of this study was to examine the doctrine of poetic justice as it was effected and reflected by five elements of melodrama in three specific types of nineteenth century American plays. The five elements singled out for investigation were: the moral; the hero; the heroine; the villain; and spectacle. The three types of plays chosen and the specific plays in each type were: the Indian plays (*The Indian Princess, or La Belle Sauvage; Metamora, or the Last of the Wampanoags; Nick of the Woods*); the Temperance plays (*The Drunkard, or the Fallen Saved; The Drunkard's Home; The Drunkard's Warning*); and the Civil War plays (*Belle Lamar; Held by the Enemy; The Heart of Maryland*).

As a result of the examination of these plays, the study concluded that: (1) A moral can be used in association with poetic justice, with the complexity of the issue apparently determining when this is done. (2) A hero, and heroine and a villain frequently effect and reflect poetic justice, but they do not always do so in a positive and normal manner. On occasion they represent the doctrine's negative interpretation. (3) The element of spectacle can be associated with poetic justice but such an arrangement is not frequent. (4) Over the course of the nineteenth century, poetic justice appears to progress from a more primitive and uncomplicated ideal to a more Christian and sophisticated one.

McKerrow, Margaret. A Descriptive Study of the Acting of Alla Nazimova. U of Michigan (Speech Communication and Theatre).

This study was designed to trace the chronology of the career of the Russian actress Alla Nazimova, to describe in detail her significant performances in the United States, and to report the critical response to her work. At the outset of her forty year career in the U. S. A. Nazimova was acclaimed because, as the first actress associated with Stanislavsky and the Moscow Art Theatre to perform on the American stage, she introduced a relatively natural style of acting to her adopted country. This credit, however, was by no means the only reason for Nazimova's renown.

Her career in America included roles in silent and sound films and vaudeville as well as theatre, but most critics consider her theatrical performances to be her greatest contribution to the entertainment world. In fact, Nazimova's entire career was particularly notable for her revealing portrayals of the women in the dramas of European playwrights, like Ibsen, Chekhov, Turgenev and Andreyev. She performed most successfully in their work because of her predilection for serious drama, her penchant for rather pathological characters and the undoubted fact that, throughout her career, she retained a significant Russian accent. Although these factors made it difficult to find plays which would appeal to the public and suit Nazimova's talents, critics applauded her throughout her years in America, accounting her one of the finest dramatic actresses of this century.

Montagna, Barbara J. 1973-74 Stage Interpretations of *Pericles*. U of Michigan (Speech).

This study resulted from a unique event in the history of Shakespearean production. In the theatre season of 1973-74, *Pericles, Prince of Tyre* was presented by a major producer in each of the three largest English speaking countries: England (Prospect Theatre Company); Canada (Stratford Festival); and the United States (New York Shakespeare Festival). Simply to have had the opportunity to witness three interpretations of this most maligned and least produced work by Shakespeare is likely to remain a rarity, despite the increased interest from both scholars and producers in Shakespeare's final plays.

The value lies in the recording of the interpretations, for they provide insight into the analysis and techniques of three directors working on the same play by Shakespeare. No such similar project has been undertaken, although the opportunity has existed with reference to some of Shakespeare's more popular works. The dissertation takes the form of a detailed stage history, an eyewitness account of the stagings, analytical interviews with the producers while they were fully involved with the productions, comparative photographs, and the highlights of the critical response.

Muschamp, George M., Jr. The Honolulu Theatre for Youth, 1955-1973; A Case-Study of Government-Related Theatre in the Primary and Secondary Schools of Hawaii. U of Minnesota (Theatre).

This history of Hawaii's largest theatre group from its beginnings explores the relationship of its artistry and administration to local government agencies providing substantial funds for touring and construction of a new theatre building.

The author was artistic director of the Theatre for three years. Data were secured from interviews, Theatre files, Hawaii State Archives, Hawaii State Library, and the University of Hawaii.

Highly detailed treatment is placed in the cultural milieu of Hawaii and children's theatre in general, with emphasis on artistry, stage directors, and chronic problems.

The study shows that the Theatre enjoyed a unique period (1960-66) of great staff versatility and creative originality. Tenacity, stability, financial solvency, and sensitivity to audience and the community at large are revealed as the Theatre's chief administrative strengths, and scenery and costume design as its chief artistic ones. The conclusion is that the Theatre is in need of renewed long-range goals and well-articulated philosophical guidelines. Recommendation for future growth is based on (1) continued expansion of the resident professional paid staff by increased training and hiring of the most loyal volunteers—

multi-talented and interchangeable in their jobs—and (2) greater use in its artistry of Hawaii's non-European ethnic traditions. The study suggests ways for theatres to approach local governments for support and potential areas of beneficial reciprocation between theatre for child audiences and theatre for adult audiences as a means of moving theatre, generally, toward better interpretative quality, greater originality of expression, community responsiveness, and broader public appeal.

Norton, Suzanne Frentz. William Vaughn Moody: Conflict and Character in the New World. U of Wisconsin (Theatre and Drama). and Drama).

This work is concerned with the nature of William Vaughn Moody's dramatic vision, both with its roots in the events, ideas, and modes of expression of his time, and with its partial realization in the forms of his drama. It is the contention of this essay that Moody's drama, especially its function of idealistic, romantic and realistic forms and contents, was to be the basis of the American development of O'Neill, Odets, Greene, Wilder, Saroyan, Williams, Miller, Albee and others.

Moody's progress as a dramatist, his movements from scholarship to poetry and finally to drama is significant. The materials he treated and techniques he acquired as a scholarly poet were to serve as the basis of his dramatic form. His experiments in form were to be of major importance for although his own work would not reach the level of maturity which would render his a major dramatist, his preliminary formulation of new concepts of scene, character action, thought, language and feeling was to benefit later Amerian dramatists. Like Moody, these dramatists would fuse idealistic, romantic and realistic perspective in a form devoted to the interpretation of American life.

Willaim Vaughn Moody made two significant contributions to modern American drama; his interpretation of divisions in inner consciousness; and his alteration of the stage character of women. He was the first American dramatist to treat intrapersonal alienation as a major factor in human experience. Though he treated male characters, he was most successful in his interpretation of women.

O'Malley, John F. Caryl Churchill, David Mercer, and Tom Stoppard: A Study of Contemporary British Dramatists Who Have Written for Radio, Television and Stage. Florida State U (Theatre).

Since 1956 Britain has experienced a kind of dramatic rebirth in the work of the "New Dramatists." Many of these writers produce drama for radio, television and/or the stage. This study analyzes the relationship between selected contemporary British playwrights and the aforementioned three media. An examination is made of the contribution of radio and television to British drama, as well as an analysis of the work of the three authors chosen for study in terms of its suitability for the media in which it was originally produced

The differences which exist between the drama of different media are those of degree rather than defining factors. Writers for all three media are interested in "a good play," a specific play may be more suited to one media than another, but it will rarely be restricted to one unless the writer has deliberately "limited" it in his writing.

The radio play is a very personal experience for the listener, the television less so, and the stage play least of all. A major difference between the three vehicles is the agreement "to suspend disbelief" that the audience member makes when he goes to the theatre, as opposed to seeing or hearing the drama in the midst of his own very real world.

Because of their constant demand for new material, the radio and television in Britain allow new dramatists to perfect their creative skills. Consequently, both the listeners and the "live" theatre reap the benefits.

Panowski, James A. A Critical Analysis of the Librettos and Musical Elements of Selected Musical Failures on the Broadway Stage: 1964/65-1968/69. Bowling Green State U (Speech).

The purposes of this study were: (1) to test the assumption that a sound musical requires a sound libretto and (2) to examine existing critical criteria for soundness, particularly those of Lehman Engel, to verify their validity and possibly to extend them. An additional purpose was to contribute to the understanding of musical theatre form, with particular regard to the characteristics and functions of the libretto and the musical elements.

The investigation concerned musical "failures" during the five-year period, 1964/65-1968/69. "Failure" was defined as including both financial and critical considerations. There were a total of forty financial failures during this time, twenty-nine of which were also critical failures. Eighteen librettos of this group were available for analysis while the music and lyrics alone were obtained for five additional musicals.

Each libretto was analyzed on the basis of Engel"s criteria, and original standards devised by the author. As a result of this study, the author concluded that the libretto, and the musical elements, did appear to exert a significant influence on the soundness of the musicals under consideration. Not a single musical among those studied was free from a high incidence of negative performance in a number of fourteen areas.

The study tended to support the validity of eight criteria of Engel and seemed to confirm six other original criteria. It was concluded that plot and the musical elements appear to have contributed more to the musical failures than did the element of character.

Peluso, Joseph L. A Survey of the Status of Theatre in United States High Schools. Columbia U (Language, Literature, Speech, and Theatre), 1971.

This study describes prevailing conditions, practices and attitudes related to theatre education as retrieved from principals and teachers in a representative, stratified sample of 15% of United States high schools. Theatre educators may employ the report to compare local efforts with national activity. Implications are available to all persons concerned with the improvement of theatre education.

"Norms" for instructional programs, play production, facilities, teacher background and attitudes of respondents are presented as a profile of theatre in the average school. "Strong ("AA") schools" identified according to theatre programs and teacher background were compared with the average school.

Among notable findings are: 92% of all institutions put on plays, but only 37% offer theatre courses; 75% of teacher/directors report previous participation in theatre, only one-third have earned more than twelve college credits in theatre (generally literature, history and criticism as opposed to acting, directing and technical theatre).

"AA" schools provide an analytical base from which to postulate on conditions which are apt to provide students with superior opportunities for experiencing theatre art. Per-pupil expenditure, size of student body and geographical setting (urban, suburban, rural) were all proven to affect program strength; the hypothesis that per-pupil expenditure is the most significant factor was disproved. It was determined that large schools were, by far, apt to have strong programs.

A summary includes areas of concern for the teaching field and professional associations, suggestions for future research and recommendations about teacher-training and the institution or improvement of high school theatre programs.

Ryan, Thomas R. The Surrey Theatre Under the Management of Thomas Dibdin: 1816-1822. U of Wisconsin (Theatre and Drama).

Thomas Dibdin's management of the Surrey theatre presented a challenge to the patent theatres of England. This dissertation will describe the major productions of the Surrey theatre during Dibdin's management, sketch the competitive atmosphere of the London theatrical world, and set the Surrey in its broader historical context.

The Introduction describes the state of a depressed English society after 1815. The patent theatres shared in this economic slump and tried to invoke their monopolistic rights against the minor theatres, but Dibdin and his fellow managers found ways to circumvent the restrictions.

The first three chapters describe the rise of the Surrey theatre to a level of importance resembling a third major theatre. The central example of popular pieces in Dibdin's early years at the Surrey was the parody of *Don Giovanni* described in Chapter I. Chapters II and III draw examples from the successful series of adaptations of the works of Smollett and Scott, especially *Humphry Clinker* and *The Heart of Midlothian*. Chapters IV and V expand the discussion of competition between major and minor theatres, and among minor theatres, a theme interwoven throughout the whole dissertation.

Dibdin's achievements at the Surrey included: (1) bringing the concerns of ordinary people to the stage; (2) providing an element of continuity to the faltering theatrical traditions of London; (3) maintaining a quality of production as high as, or usually higher than, the patent theatres; (4) raising the prestige of the minor theatres through a few highly popular productions; and (5) insuring instrumental the survival, and triumph of, the minor theatres over their patent theatre rivals.

Sederholm, Jack P. The Musical Directing Career and Stagecraft Contributions of Hassard Short. Wayne State U (Speech Communication).

The Broadway directing and staging career of Hassard Short spans a thirty-three year period and includes fifty-five productions, mostly musical revue and musical comedy. It is claimed that he was a master of the revue form of entertainment, or as one colleague phrases it: Short was "the most consummate master the musical theatre has ever known." An impressive list of firsts are ascribed to him. He was said to have introduced the use of the permanent light bridge to muscial comedy, the use of the revolving stage and the elimination of the use of footlights. He also pioneered the use of the moveable platform. Artistically, his credits include the staging of the "Easter Parade" scene in *As Thousands Cheer;* developing the mirror scene, which he used in three different shows; working out and executing the color scheme in *Carmen Jones;* and staging and mechanical innovations in *The Great Waltz* and *Lady in the Dark*. The study documents these claims. His work on nine revues, seven musical comedies and operettas, and one straight play is featured.

There are chapters covering Mr. Short's Early Life and Acting Career; a Survey of Broadway Theatre; A Study of Mr. Short's Directing, Staging, and Lighting Techniques; a Description of the Revues he Staged; and a Description of the Musical Comedies and Operettas he Directed.

Smith, Karen Diane. Women of the Nobility in Shakespeare's English History Plays. Northwestern U (Interpretation).

Women of the nobility in Shakespeare's English history plays are relatives of male rulers, and, thus, are part of the public world of power politics. This study looks closely at the women as individual characters, examines the relationship between their private roles and their public actions, and studies their development as a facet of Shakespeare's growth as a playwright. The critical approach employed is character analysis based on textual study and illuminated by historical evidence.

For the women of the first tetralogy, the desire for power is a common denominator. On the whole, the success or failure of each woman's quest for power is related to her acceptance or rejection of her subject position. In *King John*, a transition play, power is still seen to be the major female goal; however, there is no longer a cause and effect relationship between ordered behavior and success. In the second tetralogy, love becomes the common denominator for the women, and attention is centered on the ability of these women to cope with the dilemmas that face human beings. The women in *Henry VIII* combine the major goals of power and love explored in the previous plays; however, their fate is dependent not on their own actions, but on the complex political forces influencing Henry.

The women in the history plays point to a movement from the simplistic to the complex, from the active to the acted upon, from the larger than life to the human, and from charisma to character.

Soare, Thomas F. An Analysis of Audience Response of Prison Inmates to *Endgame*. Florida State U (Theatre).

The purpose of the study was to measure shared interpretation between actors and audience as an index of the communication of meaning of a theatrical production, and to determine the effects of demographic variables upon that communication process.

The play was *Endgame* by Samuel Beckett. Primary subjects were inmate audiences at the Texas Department of Corrections. Responses of audiences at Sam Houston State University served as a standard of comparison.

The instrument was a multiple choice questionnaire, with twenty items of specific interpretation of *Endgame*, four of general attitudes about the production, and one measuring previous exposure to theatre. Demographics were sex, race, marital status, solitary confinement, proportion of sentence remaining, IQ score, education, and age. Interpretive items were scored according to how many of the actors and director agreed with the respondent's choice. Scores were factor analyzed and resultant factors were split at the median and entered into bivariate tables with the independent variables.

The most meaningful factors were those determined by intelligence and education. Theatre exposure and objectivity exerted a significant influence in certain cases. Freeworld subjects scored higher than inmates but the prison sample generated a factor structure which was more meaningful in relation to the independent variables. The conclusion is that the study successfully measured a communication of denotative meaning, as confirmed by the association of factor scores with intelligence and education but did not operationalize the measurement of connotative meaning which may constitute the difference between simple communication and artistic expression.

Sprigg, Douglas C. Shakespeare and Elizabethan Theatrical Perception. U of Michigan (Speech Communication and Theatre).

Evidence is presented to suggest that the Elizabethan audience's awareness of the actor during performance constituted an important condition of Shakespeare's stagecraft. The Elizabethan stage conditions and the historical development of the stage-audience relationship accentuated the audience's perception of stage behavior functioning in multiple spheres of reference. Certain dramatic strategies employed by Shakespeare evoke and exploit his audience's multiple perspectives upon satge behavior: the theatrical metaphor the boy actor in female roles, the play-within-the-play, and the use of onstage observers.

Although each specific strategy functions differently, Shakespeare generally uses the similarities between the theatrical action of representation and the dramatic action being represented to reinforce the audience's experience of the character's situation in the play. The artifice of the theatre is used to explore the problems of perceiving truth in the guise of its many deceptive appearances, and the inadequacy of the theatrical image often is emphasized to assert the unmatchable reality of the original. Boy actors in female roles, especially when disguised as men, force a reevaluation of traditional sex roles in terms of the manifest disparities between external appearances and internal realities. The play-within-the-play and onstage observers provide multiple perspectives upon stage action; the audience's awareness of each layer of adopted behavior viewed through the eyes of each onstage observer provides a kaleidoscopic series of perspectives that must be assimilated into the composite image of the actor's roles that is perceived in the theatre as "character."

Sweet, Harvey. Eugene O'Neill and Robert Edmond Jones: Text Into Scene. U of Wisconsin (Theatre and Drama).

In the modern theatre the *mise-en-scene* contributes to the meaning of the play. It invests the drama with emotional values and facilitates translation of the text into concrete form. This study is concerned with the contribution of Robert Edmond Jones to the form of the American drama. It attempts to establish both a vocabulary for discussion and a context for evaluation.

Three collaborations of Eugene O'Neill and Robert Edmond Jones are considered in detail. Chapter I is a survey of Eugene O'Neill's career; it is followed in Chapter II by a similar study of Robert Edmond Jones's development. In Chapters III, IV, and V, criteria for analysis of the total production are applied both to forms created by Eugene O'Neill, and to Robert Edmond Jones's designs for these texts. The productions considered are *Desire Under the Elms*, *Mourning Becomes Electra*, and *The Iceman Cometh*.

The essay undertakes to establish a methodology which will allow for the evaluation of the dramatic equation, a methodology which will allow for the evaluation of the creative contribution of the designer to the form and content of the play. It is the intent of this study to show that these three collaborations of playwright and designer are significant in the development of production language for the American stage. The study concludes that Eugene O'Neill created significant dramas about American life; that Robert Edmond Jones created meaningful settings for those dramas; and that together they gave expression to American life in a way not seen before.

Tai, Yih-jian. The Contemporary Chinese Theatre and Soviet Influence, 1919-1960. Southern Illinois U (Speech).

There have been many serious studies on Chinese theatre, most of which deal with Peking opera, a traditional form of theatrical art. The contemporary Chinese theatre, which has closely followed its Western model since the turn of this century, is almost a closed discipline, drawing little interest from few scholars. This is a study which attempts to examine in a wide scope the development of this particular kind of Chinese theatre in our century.

The principal aim of this dissertation was to trace the impact of Soviet dramatic production and theories upon the new Chinese theatre between the 1920's and the 1960's, as revealed in acting, directing, designing, and playwriting. Since both China and the Soviet Union share the same belief that all creative endeavors ought to be subordinated to their Parties' doctrines, a further aim of this study was to demonstrate the effects of major political issues and government policies upon literature and art in China. In this context, this study presents a general picture of the development of the Chinese theatre in the light of a broader social spectrum.

The main text of this dissertation deals with the formation of the early left-wing theatre groups, the influence of socialist realism, the Russian plays on the Chinese stage, and the Stanislavsky system in China. The epilogue describes development since Cultural Revolution of the mid-sixties. It is an up-to-date critical evaluation of the impact of social-political factors and Mao's theories on the theatrical art in China.

Turse, Paul Leonard, Jr. Shakespeare: Kabuki-style. Columbia U (Language, Literature, Speech, and Theatre), 1971.

The often incomprehensible nuances of Shakespeare's language can cause even the most dedicated spectator to "turn-off," especially if the actors remain in static poses and recite. But language in the theatre is visual as well as verbal; thus a production style, like the Kabuki, which presents literary elements theatrically might bring out the full value of Shakespeare for an academic theatre audience.

This project attempts to offer model scenes from Shakespeare presented in the exciting theatrical mode of the Kabuki.

Although the spirit of the Bard is retained, the utilization of the Kabuki style creates some novel interpretations. For example, in the "Claudius at Prayers Scene" of *Hamlet*, most spectators at a traditional performance generally believe that Claudius is sincerely remorseful. In order to demonstrate that purely literary interpretations may limit the full impact of a scene, the staging design presented in this project makes Claudius aware of the fact that Hamlet is watching. He is quick-witted enough to use prayer to save himself from the impending attack. The character becomes, then, not remorseful, but resourceful and hypocritical—an interpretation conveyed not by words, but by the gestural language of the actor.

The use of Kabuki acting techniques requires the utmost in mental and physical discipline on the part of the actor. Since Japanese acting and martial art are generically related, judo and karate exercises are advocted to help train college actors not only to meet the challenge of Kabuki-style Shakespeare, but of life as well.

GRADUATE THESES AND DISSERTATIONS IN THE FIELD OF SPEECH COMMUNICATION: 1974

The information to follow is based on reports submitted by academic departments (or in several cases schools) within 176 colleges and universities. Unless otherwise indicated, thesis or dissertation projects were completed during the calendar year 1974. Identification numbers have been assigned to each title in sequence with previous issues of the *Bibliographic Annual*. An asterisk appearing immediately after a dissertation identification number indicates that an abstract of that dissertation is included in the "Abstracts" section of this volume. Academic departments reporting theses and dissertations are identified in parentheses. Thesis and dissertation title entries are cross-referenced by identification number in appropriate subject area bibliographies.

Academic departments sponsoring masters theses and doctoral dissertations in all areas of speech communication—mass communication, rhetoric and communication theory, public address, speech sciences, interpretation, theatre, interpersonal and small group interaction, forensics, and instructional development in these areas—were requested to submit entries. All previously unreported titles submitted were published even though completed in earlier calendar years.

FORENSICS

Masters Theses

Belch, Ted W., A Comparison of the Changes in Usage and Understanding of Debate Jargon by High School Students Attending a Summer Debate Workshop. Wake Forest U (Speech Communication and Theatre Arts), 1974. M.A. 27816

Cantrell, James C., A Survey and Analysis of Debate as a Curricular and Co-curricular Activity in West Virginia Colleges and Universities. Marshall U (Speech), 1975. M.A. 27817

Juodvalkis, Aloysius C., A Study to Discover How Debaters Relate Their Arguments to the Proposition. Northern Illinois U (Speech Communication), 1974. M.A. 27818.

Willemssen, Calvin E., An Evaluation of Parliamentary Procedure Programs in South Dakota Future Farmer's Chapters. South Dakota State U (Speech), 1974. M.A. 27819

Zander, Rebecca, A Comparison of Program Satisfaction Between Competitive, National-Topic, Tournament Debating and Off-Topic, Non-Competitive, and Non-Tournament Debating. U of North Dakota (Speech), 1974. M.A. 27820

INSTRUCTIONAL DEVELOPMENT

Doctoral Dissertations

Blackwood, Deborha M., Description of Utilization of a Video-Tape Technique and the Communication Patterns of Six Disadvantaged Preschool Children. Ohio U (School of Interpersonal Communication), 1974. Ph.D. 27821

Brown, George M., Communication Behavior and Educational Outcomes in Interpersonal Communication Courses. Denver U (Speech Communication), 1974. Ph. 27822*

Cohan, Sali Lee, The Development and Field Test of a Module Designed to Instruct Student Teachers in Aspects of Critical Thinking and the Teacher Behaviors Which Promote Critical Thinking. Teachers College, Columbia U (Curriculum & Teaching), 1974. Ed.D. 27823

Foxx, Flossie, The Problems Inherent in Individualizing Foreign Language Classes in Secondary Schools in New York State. Teachers College, Columbia U (Languages, Literature, Speech & Theatre, 1974. Ed.D. 27824.

Freedman, Michael L., A Two-Stage Consulting Model for an In-Service Humanistic Education Program. Kent State U (Speech), 1974. Ph.D. 27825*

Frohwein, Maxine, Effects of Differential Teacher Feedback Upon Elementary Pupil Performance on Rote Tasks. Columbia U (Psychology), 1974. Ph.D. 27826

Fryman, Joan Elmer, Toward an Individualized Approach to Continuous Learning. U of Texas at Austin (Radio-Television-Film), 1970. Ph.D. 27827

Gundersen, Dennis F., Relationships Between Speech Delivery and Speech Effectiveness: An Empirical Study. U of Texas at Austin (Speech Communication), 1974. Ph.D. 27828•

Haesloop, Maryanne, An Analysis of Off-Task Classroom Behavior. Columbia U (Psychology), 1974. Ph.D. 27829

Haskell, John, Refining the Close Testing and Scoring Procedures for Use with ESL Students. Teachers College, Columbia U (Languages, Literature, Speech & Theatre), 1974. Ed.D. 27830

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Doctoral Dissertations

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Anatol, Karl W. E., An Experimental Investigation into the Effects of Interviewer Race, Status, and Subjects' Social Classification on Opinionnaire Responses of Black Interviewees. U of Southern California (Speech Communication), 1974. Ph.D. 27863*

Beinstein, Judith, Conversations in Semi-Public Places: A Study of Reported Communication Between Occupational Specialists and Their Clientele in a Metropolis. U of Pennsylvania (Annenberg School of Communications), 1973. Ph.D. 27864

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Ganim, Charles J. A Critical Analysis of the Leadership and Communication Styles of Elected and Appointed Officials in a Town Government. State U of New York at Buffalo (Speech Communication), 1974. Ph.D. 27882•

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Cohen, Marshall M., The Role of Language Misconduct in Interpersonal Impression Formation: Some Situation Parameters. U of Florida (Communication Studies), 1974. M.A. 27929

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Daly, John A., The Effects of Differential Durations of Time on Interpersonal Judgments Based Upon Vocal Activity. West Virginia U (Speech Communication), 1974. M.A. 27931

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Dugas, Charmagne C., Time Awareness in Small, Task-Oriented Groups. U of Minnesota (Speech-Communication), 1974. M.A. 27936

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Dutton, Jeanne M., A Communication Study of Group Norms in Management and Labor Groups in Two Selected Companies in the State of Georgia. U of Georgia (Speech Communication), 1973. M.A. 27938

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Fontes, Norman E., Significant Other Influence on Adolescent Educational Expectations. Michigan State U (Communication), 1974. M.A. 27942

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Goldsmith, Karin J., A Content Analysis Study of Written Communications About Social Perception: The Effect of Sentiment and Interaction Frequency Upon Plural Self-Reference and Length of Response. U of Wisconsin-Madison (Communication Arts), 1974. M.A., 27944

Greenlaw, John M., An Experimental Study of Dogmatism and Cooperative Group Behavior. San Francisco State U (Speech Communication), 1974. M.A. 27945

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Harper, Lillian P. M., The Effect of Spatial and Dress Factors on Communication in an Interview. U of Utah (Communication), M.S. 1974. 27947

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Klipp, Michael Lee, A Communication Channel: Its Existence and Its Use. Eastern Illinois U (Speech-Communication), 1974. M.A. 27953

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Krosemark, Robert, An Experimental Study of the Effects of Documentation and Initial Audience Attitudinal Position on Responses to Written Persuasive Communications. State U of New York at Buffalo (Speech Communication), 1974. M.A. 27956

Lannus, Linda R., Possible Relationships Between Prime Sources of Information and Social Task Accomplishment. Queens College, CUNY (Communication Arts and Sciences), 1974. M.A. 27957

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Lippman, Allen Jay, Inference/Observation: An Experimental Study Testing the Validity of a Method of Teaching Inference/Observation. Wake Forest U (Speech Communication and Theatre Arts), 1974. M.A. 27959

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Miller, Michael D., Overcoming Resistance to Persuasion via Reinforcement and Dual Persuasive Techniques. West Virginia U (Speech Communication), 1974. M.A. 27964

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INTERPRETATION

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